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ABSTRACT

This curriculum guide for English as a Second Language (ESL) Level I is the first of six in the Guam Community College ESL project series. The other five guides, a companion teacher's guide, and pre- and post-tests are available separately (see note). The entire project centers around the Peabody Kits P, Level P, Level 1, Level 2, Level 3, and the Articulation Kit. Level I is basically vocabulary-orientated with sentence structure in three simple tenses and simple sentence patterns. Aimed at a trade and technical, adult-based learning experience, the 40 lessons are structured for the adult learner and adult-learner interest with emphasis on Guam and island living. Each lesson lists materials (coded to the Peabody kits), objective, and method and has three parts. Drill A reviews the previous lesson materials, Drill B develops and expands new vocabulary and presents stated objectives, and Drill C continues B or adds additional exercises. After the first 20 lessons, the lessons reach back 20 lessons to develop the more important items from that lesson. Written with an absent or remote student in mind, the lessons are intended to be taped by the professor with pauses for student responses. (YLB)

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CURRICULUM GUIDE

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E S L

Introduction

The lessons in this ESL material have been written with an absent or remote student in mind. The instructor is on tape and, therefore, will be mimicked inabsentia. The instructor is a model to be followed. Student response will not be heard and the instructor must allot time for verbal reply.

Do not rush in speaking. The tone should be one of normal pattern but with reserve because the listener-student will be totally unfamiliar with sounds, words, and sentences. Do not rush. The instructor knows but remember the listener-student will not know.

The Roman numbers in drill margins are Tate Oral English Book numbers with lesson numbers. i.e. I-1-5 is Book I lessons 1 through 5.

Materials based on the Peabody kits are those from P, Level #1, #2, and #3. These are coded. For example: PD-2a means the "P" kit, section D, card 2a; 2O-46 means Level #2 kit, section O), card 46; etc.

Each Lesson has a listing for Materials, Objective, and Method. Materials gives in the order in which visual aid or helpers occur in the lesson. Objective tells in a summary form what the lesson is about--the guidelines. Method tells how the objective will be reached or achieved.

Each Lesson is in three parts, generally. Drill A is generally a brief review of the previous lesson. Drill B is the beginning of the presentation of the stated objectives. Drill C may continue B or reinforce it. The lessons, therefore although independent of each other are interlocked.

Level I has a further interlocking pattern. There are Forty Lessons given. The first twenty lessons represent the fundamental process (with emphasis on English sounds) for ESL learners. The remaining twenty lessons develop and expand, in order, the first twenty lessons.

The result will, hopefully, be one of horizontal as well as vertical growth of English of ESL learner.

LEONARD FLANDER

LEVEL I
Book 1

Lesson I

Materials: Peabody 1A-17, 1A-19, 20-59, 20-41, 1A-16, 20-46, PP-24, PP-26, PP-25

Objecitve: Introduction using is and am.

Method: This lesson will have three purposes:

1. To use an introductory sentence.
2. To set the format for all future lessons by establishing the procedure for the instructor and listener-student in the procedures for clueing and response to be used throughout the duration of the course.
3. To establish the practice of speaking in complete sentences at all times.

Drill A

The instructor will read the sentence spoken. Pause for Response will be used for time lapse for the remote listener-student's response.

Do not rush the response time. These are non-speakers of English who are listening and repeating.

Instructor: Pointing to himself.

Instructor Says: My name is _____. (Use your own name)
Pause for Response: _____.
Instructor Reinforcement: My name is _____. (Use your own name)
Pause for Response:

Show Card PP-24

Instructor Says: My name is Mary.
Pause for Response: _____.
Instructor Reinforcement: My name is Mary.
Pause for Response:

Show Card PP-26

Instructor Says: Juan
Pause for Response: _____.
Instructor Reinforcement: My name is Juan
Pause for Response:

I 1-5

Show Card PP-25

Instructor Says: Julie
Pause for Response: _____.
Instructor Reinforcement: My name is Julie.
etc.
Pause for Response:

Drill B

Question form. Watch intonation. Question forms have rising pitch at the end.

Instructor: Pointing to camera.

Instructor Says: What is your name? I 1-5 Question
Pause for Response: _____. Answers
Instructor Reinforcement: What is your name? Drill
Pause for Response:

Instructor: Pointing to camera.

Instructor Says: What is your name?
Pause for Response: _____.

Show Card PP-26

Instructor Reinforcement: My name is Juan.
Pause for Response:

Repeat the above four lines.

Drill C

The instructor shows card 1a-17 (a teacher).

Instructor: Pointing to himself.

Instructor Says: I am a teacher.
Pause for Response: _____.
Instructor Reinforcement: I am a teacher.
Pause for Response:

Show Card 1A-19 (carpenter). I 1-5

Instructor Says: I am a carpenter.
Pause for Response: _____.
Instructor Reinforcement: I am a carpenter.
Pause for Response:

Show Card 20-59 (farmer).

Instructor Says: _____ a farmer.
Pause for Response: _____.
Instructor Reinforcement: I am a farmer.
Pause for Response:

Show Card 20-41 (construction worker).

Instructor Says: _____ construction worker.
Pause for Response: _____.
Instructor Reinforcement: I am a construction worker.
Pause for Response:

Show Card 1A-16 (housewife).

Instructor Says: _____ housewife.
Pause for Response: _____.
Instructor Reinforcement: I am a housewife.
Pause for Response:

Show Card 20-46 (mechanic).

Instructor Says: _____ mechanic.
Pause for Response: _____.
Instructor Reinforcement: I am a mechanic.
Pause for Response:

Lesson 2

Materials: Sound Cards: 1, 2, 3, 4, 5, 6
Peabody: 1A-17, 1A-19, 20-59, 20-41

Objective: English sounds from Lesson I.

Method: Begin drill work on placement of lips, tongue, health control in the function of English sounds which includes a review of Lesson I.

Camera on instructor pointing to himself.

Instructor Says: My name is _____. (Use real name)
Pause for Response:

Camera on close-up of instructor's pace.

Instructor forming the word name with sound.
Instructor Says: name.
Pause for Response: I 1-5
Instructor Reinforcement: name.
Pause for Response:

Showing close-up of instructors mouth for formation of an a sound as.

Instructor Says: a _____.
Pause for Response:

Repeat the above two lines with close-up.

Close-up of instructor's mouth.

Instructor Says: name.
Pause for Response:

Instructor Says: My name is Mary.
Pause for Response:

Continue close-up of instructor's mouth for word Mary as.

Instructor Says: Mary.
Pause for Response:
Instructor Reinforcement: My name is Mary.
Pause for Response:

Camera close-up of instructor's face as.

Instructor Says: What is your name?
Pause for Response:

Camera close-up of instructor's mouth forming what.

Instructor Says: What.
Pause for Response:
Instructor Reinforcement: What is your name?
Pause for Response:

Instructor Says: My name is Mary.
Pause for Response:

Show Card 1A-17

Camera close-up of instructor's face as.

Instructor Says: I am a teacher.
Pause for Response:
Instructor: teacher.
Pause for Response:

Show Card SC-1 as instructor points out teeth and tongue positions.

Instructor Says: t, t (initial t sound)
Pause for Reply:

Show Card SC-2 as instructor points out close-up in lower jaws.

Close-up of instructor's mouth as.

Instructor Says: ch, ch
Pause for Reply:
Instructor Says: teacher
Pause for Reply:
Instructors Reinforcement: I am a teacher.

Show Card SC-3 as instructor points out tongue formation.

Close-up of instructor's mouth as.

Instructor's says: c, c (initial k sound)
Pause for Reply:
Instructor Says: Carpenter.
Pause for Reply:

Show Card 1A-19

Instructor Reinforcement: I am a carpenter.
Pause for Reply.

Show Card 20-59

Instructor Says: I am a farmer.
Pause for Reply:
Instructor Says: farmer
Pause for Reply:

Show Card SC-4

Show Close-up of instructor's mouth as.

Instructor Says: fa, fa
Pause for Reply:
Instructor Says: farmer
Pause for Reply:
Instructor Reinforcement: I am a farmer.
Pause for Reply:

Show Card 30-41

Instructor Says: I am a construction worker.
Pause for Reply:
Instructor Says: construction
Pause for Reply:
Instructor Says: c, c (initial, k sound)
Pause for Reply:

Show close-up of instructor's mouth as.

Instructor Says: st, st
Pause for Reply:

Show Card SC-5

Show close-up of instructor's mouth as.

Instructor Says: sh, sh
Pause for Reply:
Instructor Says: construction
Pause for Reply:
Instructor Says: construction
Pause for Reply:
Instructor Says: worker
Pause for Reply:

Show Card SC-6 as instructor points out lips and tongues formation.

Show close-up of instructor's mouth as.

Instructors Says: wo, wo (initial w).
Instructor Says: worker
Pause for Response:
Instructor says: construction worker
Pause for Response:

Show Card 20-41

Instructor Reinforcement: I am a construction worker.
Pause for Response:

Repeat the above two lines.

Instructor Says: th, th (with vibration)
Pause for Response:

Repeat the above two lines while instructors put the fingers of one hand gently to the throat for vibration.

Lesson 3

Materials: A book, a pencil, Sound Cards: 8, 7,

Objective: Introduce the pattern of "this is", and "that is", voiced th, and initial b.

Method: Review of Lesson 2. Develop full sentence patterns with slight review of previous lessons.

Drill A (Review)

Instructor Says: Hello.
Pause for Response:
Instructor Says: My name is _____. (Use your own name)
Pause for Response

Show a book in the instructor's hand.

Instructor Says: This is a book.
Pause for Response:
Instructor Reinforcement: This is a book.
Pause for Response:

I 6, 7, 9, 11, 14, 15, 16, 18, 19, 20, 21, 25, 30, 33, 36

Show SC-8 as instructor points out teeth and tongue positions.

Camera close-up of mouth with tongue gliding back over for voiced th. Do this movement twice.

Instructor Says: this, this
Pause for Response:

Show SC-7

Camera close-up of instructor's mouth for b (initial).

Instructor Says: b, b
Pause for Response:
Instructor Says: book, book
Pause for Responses:
Instructor Reinforcement: This is a book.
Pause for Response:

Pointing to a book on a plain background.

Instructor Says: That is a book.
Pause for Response:
Instructor Reinforcement: That is a book.
Pause for Response:

Repeat showing of SC-8 and instructors face for placement of tongue for voiced th.

Close-up of face

Instructor Says: that, that
Pause for Response:

Pointing to book

Instructor Says: That is a book.
Pause for Response:

Drill B

Holding a period,

Instructor Says: This is a pencil.
Pause for Response:
Instructor Reinforcement: This is a pencil.
Pause for Response:

Show close-up of instructor's face as.

Instructor Says: p, p
Pause for Response:
Instructor Says: pencil, pencil
Pause for Response:
Instructor Reinforcement: This is a pencil.
Pause for Response:

Pointing to a pencil or a plain background,

Instructor Says: That is a pencil.
Pause for Response:
Instructor Says: That is a pencil.
Pause for Response:

Lesson 4

Materials: (2) books, (5) pencils; Peabody 1A-19, PP-24, 1A-[illegible], Sound Cards 8

Objective: Plural forms using these and those with verb are.

Method: Brief review of Lesson 3. Continued use of familiar verb be.

Drill A (Review)

Instructor Says: Hello. My name is _____. (Use real name)
Pause for Response:

Showing 1A-19 — Instructor Says: I am a carpenter.
Pause for Response:

Showing PP-24 — Instructor Says: My name is Mary.
Pause for Response:

Showing 1A-17 — Instructor Says: I am a teacher
Pause for Response:

I 6
II 85

Showing a book — Instructor Says: This is a book.
Pause for Response:

Showing a pencil or background — Instructor Says: That is a pencil.
Pause for Response:

Drill B

Showing two books in hand.

Instructor Says: These are books.
Pause for Response:

Showing SC-8 as instructor points out position of tongue and teeth.

Close-up of instructor's face as.

Instructor Says: these, these
Pause for Response:
Instructor Reinforcement: These are books.
Pause for Response:

Showing two books in hand, repeat above 2 lines.

Pointing to five pencils on a background,

Instructor Says: Those are pencils.
Pause for Response:

Close-up of instructor's face.

Instructor says: those, those
Pause for Response:
Instructor Reinforcement: Those are pencils.
Pause for Response:

Pointing to the pencils, repeat the above two lines.

Drill C (Reinforcement of singular and plurals)

Holding one pencil,

Instructor Says: a pencil
Pause for Response:

Holding five pencils,

Instructor Says: pencils
Pause for Response:

Holding one book,

Instructor Says: a book
Pause for Response:

Holding two books.

Instructor Says: books
Pause for Response:

Instructor Says: books, pencils
Pause for Response:
Instructor Says: books, pencil
Pause for Response:
Instructor Says: This is a book.
Pause for Response:
Instructor Says: These are books.
Pause for Response:

Lesson 5

Materials: (5) pencils
Peabody 1M-4; 2T53
Sound Cards: 9, 10

Objective: Continue use of this, that, these, those, with introduction of new nouns and verb have.

Method: Review of previous lesson and familiar sentences. Follow drills and to give new vocabulary.

Drill A (Review)

Instructor Says: Hello. My name is _____.
Pause for Response:
Instructor Says: I am a teacher.
Pause for Response:

Holding a pencil,

Instructor Says: This is a pencil.
Pause for Response:

Holding three pencils,

Instructor Says: These are pencils.
Pause for Response:

Showing a pencil on a background and pointing,

Instructor Says: That is a pencil.
Pause for Response:

Showing two pencils on a background and pointing,

Instructor Says: Those are pencils.
Pause for Response:

Drill B (Identification)

Holding a pencil,

Instructor Says: What is this?
Pause for Response:
Instructor Reinforcement: This is a pencil.
Pause for Response:
Instructor Reinforcement: This is a pencil.
Pause for Response:

Holding three pencils,

Instructor Says: What are these?
Pause for Response:
Instructor's Reinforcement: These are pencils.
Pause for Response:
Instructor Reinforcement: These are pencils.

Pointing to a pencil on a background,

Instructor Says: What is that?
Pause for Response:
Instructor Reinforcement: That is a pencil.
Pause for Response:
Instructor Reinforcement: That is a pencil.
Pause for Response:

Pointing to three pencils on a background,

Instructor Says: What are those?
Pause for Response:
Instructor Reinforcement: Those are pencils.
Pause for Response:
Instructor Reinforcement: Those are pencils.
Pause for Response:

Showing SC-9 as instructor points out jaw, air, and tongue.

Close-up of instructor's mouth as.

Instructor Says: ha, ha (as in hammer)
Pause for Response:

Showing SC-10 as instructor points out nasal movement.

Close-up instructor mouth as.

Instructor Says: mer, mer
Pause for Response:

Drill C

Holding 1M-4

Instructor Says: hammer
Pause for Response:

Showing SC-9 as instructor points out jaw, air, and tongue.

Close-up of instructor's mouth as.

Instructor Says: ha, ha (as in hammer)
Pause for Response:

Showing SC-10 as instructor points out nasal movement.

Close-up of instructor's mouth as.

Instructor Says: mer, mer
Pause for Response:
Instructor Reinforcement: hammer
Pause for Response:
Instructor Says: This is a hammer.
Pause for Response:

Pointing to himself,

Instructor Says: I have a hammer.
Pause for Response:
Instructor Reinforcement: I have a hammer.
Pause for Response:

Holding 2T-53

Instructor Says: saw
Puase for Response:
Instructor Reinforcement: saw
Pause for Response:

Pointing to himself,

Instructor Says: I have a saw.
Pause for Response:
Instructor Reinforcement: I have a saw.
Pause for Response:

Lesson 6

Materials: Peabody 1A-19, 1M-4, 2T-53, PH-34, PH-31
Sound Cards: 7

Objective: Introduce new vocabulary, verbs have, use, use of and

Method: Review of previous lesson and expend vocabulary with usage.

Drill A (Review plus and)

Instructor Says: Hello. My name is _____.
Pause for Response:

Showing 1A-19

Instructor Says: I am a carpenter.
Pause for Response:

Showing 1M-4 in hand,

Instructor Says: I have a hammer.
Pause for Response:
Instructor Says: I use a hammer.
Pause for Response:

Showing 2T-53

Instructor Says: I use a hammer and a saw.
Pause for Reply:
Instructor Reinforcement: I use a hammer and a saw.
Pause for Reply:
Instructor Says: I have a hammer and a saw.
Pause for Reply:
Instructor Reinforcement: I have a hammer and a saw.
Pause for Reply:

Drill B

Showing PH-34

Instructor Says: bucket
Pause for Response:

Holding PH-31 in hand,

Instructor Says: broom
Pause for Response:

Show SC-7 these close-up of instructor's mouth,

Instructor Says: b, b (initial b sound)
Pause for Response:
Instructor Reinforcement: bucket, bucket
Pause for Response:

Holding PH-34 in hand,

Instructor Says: I have a bucket.
Pause for Response:
Instructor Reinforcement: I have a bucket.
Pause for Response:
Instructor Says: I use a bucket.
Pause for Response:

Holding PH-21 in hand,

Instructor Says: broom
Pause for Response:

Show SC-7 with close-up of instructor mouth,

Instructor Says: broom, broom
Pause for Response:
Instructor Says: I use a broom.
Pause for Response:
Instructor Says: I use a bucket and a broom.
Pause for Response:

Lesson 7

Materials: Peabody: 1A-16, 1M-4, 2T-53, 3U-10, PP-24
Sound Cards: 11, 6, 4

Objective: A place, live, name and the preposition in.

Method: Brief review with familiar patterns. Introduce new vocabulary as related to work with occupation review.

Drill A (Review)

Instructor Says: Hello. My name is _____.
Pause for Response:

Showing 1A-16

Instructor Says: I am a carpenter.
Pause for Response:

Showing 1M-4 and 2T-53

Instructor Says: I use a hammer and a saw.
Pause for Response:
Instructor Reinforcement: I use a hammer and a saw.

Drill B

Showing 3U-10

Instructor Says: a house
Pause for Response:
Instructor Reinforcement: a house
Pause for Response:
Instructor Says: in a house
Pause for Response:
Instructor Reinforcement: in a house
Pause for Response:

Pointing to himself then to 3U-10

Instructor Says: I live in a house.
Pause for Response:
Instructor Reinforcement: I live in a house.
Pause for Response:
Instructor Says: I live.
Pause for Response:

Showing SC-11 with instructor point out position of the tongue.

Close-up of instructor's mouth as.

Instructor Says: 1, 1 (initial 1 for live)
Pause for Response:

Group of instructor's mouth as.

Instructor Says: ve, ve (fine ve for live)
Pause for Response:
Instructor Reinforcement: live, live
Pause for Response:
Instructor Reinforcement: I live in a house.
Pause for Response:

Showing PP-24

Instructor Says: My name is Mary.
Pause for Response:

Showing 3U-10

Instructor Says: I live in a house.
Pause for Response:
Instructor Says: I live in a house in Agana.
Pause for Response:
Instructor Reinforcement: I live in a house in Agana.
Pause for Response:

Drill C (Reinforcement)

Showing PP-24

Instructor Says: My name is Mary
Pause for Response:

Showing 3U-10

Instructor Says: I live in a house in Agana.
Pause for Response:

Showing 1A-16

Instructor Says: I am a housewife.
Pause for Response:

Show SC-6 as instructor points out lip formation ans SC-4 for teeth formation.

Close-up of instructor's mouth as.

Instructor Says: wife, wife
Pause for Response:
Instructor Reinforcement: housewife, housewife
Pause for Response:
Instructor Reinforcement: I am a housewife.
Pause for Response:

Repeat all of Drill C for Reinforcement.

Lesson 8

Materials: Peabody: PP-24, 3U-10, 1A-16, PH-29, PH-23, PH-3, PH-16, PU-4
PU-9, PT-2
Sound Cards: 11, 1, 8, 14, 2, 7
Color Packet: Kit #1

Objective: Introduce common noun words.

Method: Brief review in Lesson 7. Familiar sentence structure will be used to build vocabulary in skills patterns.

Drill A (Review)

Instructor Says: Hello. My name is _____.
Pause for Response:

Showing PP-24

Instructor Says: This is Mary.
Pause for Response:

Showing 3U-10

Instructor Says: Mary lives in a house in Agana.
Pause for Response:

Showing 1A-16

Instructor Says: Mary is a housewife.
Pause for Response:

Drill B (New items plus reinforcement)

Show PH-29

Instructor Says: This is a plate.
Pause for Response:

Show SC-11 and SC-1

Close-up of instructor's mouth as.

Instructor Says: plate
Pause for Response:

Instructor Says: This is a plate.
Pause for Response:

Show SC-8, then close-up of Instructor.

Instructor Says: this
Pause for Response:
Instructor's Reinforcement: This is a plate.
Pause for Response:

Show PH-23

Instructor Says: This is a cup and a saucer.
Pause for Response:

Close-up of Instructor's mouth as.

Instructors Says: cup, cup
Pause for Response:
Instructor Reinforcement: This is a cup and a saucer.
Pause for Response:

Show SC-14 as instructor points out closeness of the teeth.

Close-up of instructor's mouth as.

Instructor Says: s-s-s (the s sound)
Pause for Response:

Instructor Says: saucer
Pause for Response:

Continued close-up of instructor's mouth as.

Instructor Says: saucer, saucer
Pause for Response:
Instructor Says: cup and saucer.
Pause for Response:

Repeat the above two lines.

Showing PH-23 again,

Instructor Says: This is a cup and a saucer
Pause for Response:

Show PH-3

Instructor Says: This is a chair.
Pause for Response:

Show SC-2, then close-up of instructor's mouth as.

Instructor Says: chair, chair
Pause for Response:
Instructor Reinforcement: This is a chair.
Pause for Response:

Show PH-16 as,

Instructor Says: This is a table.
Pause for Response:

Show SC-L, then close-up of instructor's mouth as.

Instructor Says: table
Pause for Response:
Instructor Reinforcement: This is a table.
Pause for Response:

Drill C (More familiar vocabulary)

Show PU-4 as,

Instructor Says: This is a car.
Pause for Response:
Instructor Reinforcement: A car.
Pause for Response:
Instructor Reinforcement: This is a car.
Pause for Response:

Show PU-9 as,

Instructor Says: This is a truck.
Pause for Response:
Instructor Reinforcement: A truck.
Pause for Response:
Instructor Reinforcement: This is a truck.
Pause for Response:

Show PT-2

Instructor Says: This is a ball.
Pause for Response:

Show SC-7, then SC-11. On SC-11, instructor points out the position of the tongue.

Close-up of instructor's mouth as.

Instructor Says: ball, ball
Pause for Response:

Repeat the above two lines.

Instructor Reinforcement: This is a ball.
Pause for Response:

Show an illustration of box from envelope as,

Instructor Says: This is a box.
Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: a box, a box
Pause for Response:
Instructor Reinforcement: This is a box.
Pause for Response:

Lesson 9

Materials: Peabody: 3U-10, PH-29, PH-23, PH-3, PH-16, PU-4, PU-9, PU-2, ID-8, ID-2, ID-10, ID-4
Color Packet Kit #1: red, blue, yellow, green
Sound cards: 13, 7, 11, 12

Objective: Introduce colors as adjective and colors as a noun.

Method: Review of Lesson 8 of common nouns. The drills will utilize past sentence patterns and nouns.

Drill A (Review)

Instructor Says: Hello. My name is _____.
Pause for Response:

Showing 3U-10

Instructor Says: This is a house.
Pause for Response:

Showing PH-29

Instructor Says: This is a plate.
Pause for Response:

Repeat the above two lines.

Showing PH-23

Instructor Says: This is a cup and a saucer.
Pause for Response:

Repeat the above two lines.

Showing PU-4 and PU-9

Instructor Says: This is a car and a truck.
Pause for Response:

Repeat the above two lines.

Lesson 10

Materials: Peabody: ID-6, 1D-9, ID-1, ID-3
Color Packet Kit #1; Sound Cards: 1 - A Long Pointer

Objective: Continue colors as adjectives.

Method: Brief review of Lesson 9, using familiar sentence patterns, drill will utilize the new colors.

Drill A (Review)

Instructor Says: Hello. My name is _____.
Pause for Response: I 35

Showing red box,

Instructor Says: This is a red box.
Pause for Response:

Showing blue box,

Instructor Says: This is a blue box.
Pause for Response:

Showing yellow box,

Instructor Says: This is a yellow box.
Pause for Response:

Showing green box,

Instructor Says: This is a green box.
Pause for Response:

Drill B (Added colors)

Showing orange box,

Instructor Says: This is an orange box.
Pause for Respone:

Showing PT-2 and a box illustration,

Instructor Says: This is a ball and a box.
Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: ball, ball
Pause for Response:

Close-up of instructor's as.

Instructor Says: box, box
Pause for Response:
Instructor Reinforcement: This is a ball and a box.
Pause for Response:

Drill B

Holding the red box in hand,

Instructor Says: This is a red box.
Pause for Response:

Show SC-13 as instructor points out with emphasis the position of the tongue.

Close-up of instructor's mouth as.

Instructors Says: red
Pause for Response:

Repeat the above two lines.

Instructor Reinforcement: This is a red box.
Pause for Response:

Repeat the above two lines for reinforcement.

Showing the blue box,

Instructor Says: This is a blue box.
Pause for Response:

Show SC-7 and S-11

Close-up of instructor's mouth as.

Instructor Says: blue, blue
Pause for Response:
Instructor Reinforcement: This is a blue box.
Pause for Response:

Showing the yellow box.

Instructor Says: This is a yellow box.
Pause for Response:

Show SC-12 and SC-11

Close-up of instructor's mouth as.

Instructor Says: yellow
Pause for Response:

Repeat the above two lines.

Instructor Reinforcement: This is a yellow box.
Pause for Response:

Showing green box,

Instructor Says: This is a green box.
Pause for Response:

Instructor Says: green, green
Pause for Response:
Instructor Reinforcement: This is a green box.
Pause for Response:

Drill C

Show ID-8, ID-2, ID-10, ID-4 - grouped around each other with circular motion of the hand around all the colors,

Instructor Says: These are colors.
Pause for Response:

Close-up of Instructor's mouth as:

Instructor Says: colors
Pause for Response:

Repeat the above two lines.

Repeat the circular motion of the hand as,

Instructor Says: These are colors.
Pause for Response:

Holding up ID-8 close to the face,

Instructor Says: What color is this?
Pause for Response:
Instructor Says: This color is red.
Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: orange, orange
Pause for Response:
Instructor Reinforcement: This is an orange box.
Pause for Response:

Showing white box,

Instructor Says: This is a white box.
Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: te, te
Pause for Response:
Instructor Says: white, white
Pause for Response:
Instructor Reinforcement: This is a white box.

Showing black box,

Instructor Says: This is a black box.
Pause for Response:

Show 2C-11 as instructor points out the position of the tongue.

Close-uo of instructor's mouth as.

Instructor Says: black, black
Pause for Response:
Instructor Reinforcement: This is a black box.

Showing brown box,

Instructor Says: This is a brown box.
Pause for Response:
Instructor Says: brown, brown
Pause for Response:
Instructor Reinforcement: This is a brown box.
Pause for Response:

Drill C

Show 1D-6, 1D-9, 1D-1, and 1D-3 - grouped around each other. Pointing to the colors with circular motion.

Instructor Says: What are those?
Pause for Response:
Instructor Says: Those are colors.
Pause for Response:

Pointing to 1D-6

Instructor's Says: What color is that?
Pause for Response:
Instructor Says: That is orange.
Pause for Response:

Pointing to 1D-9

Instructor Says: What color is that?
Pause for Response:
Instructor Says: That is white.
Pause for Response:

Pointing to 1D-1

Instructor Says: What color is that?
Pause for Response:
Instructor Says: That is black.
Pause for Response:

Pointing to 1D-3

Instructor Says: What color is that?
Pause for Response:
Instructor Says: That is brown.
Pause for Response:

Pointing to all the colors again,

Instructor Says: What are those?
Pause for Response:
Instructor Says: Those are colors.

Lesson 11

Materials: Peabody: PH-16, PH-3
Color Packet Kit #1

Objective: Colors, prepositions and the.

Method: Brief review of Lesson 10. Introduce new vocabulary with new verb form with familiar sentence pattern.

Drill A (Review of color recognition but not in sentences)

Instructor Says: Hello. My name is _____.
Pause for Response:

Showing red box,

Instructor Says: red, red
Pause for Response: I 35

Showing blue box,

Instructor Says: blue, blue
Pause for Response:

Showing yellow box,

Instructor Says: yellow, yellow
Pause for Response:

Showing green box,

Instructor Says: green, green
Pause for Response:

Showing orange box,

Instructor Says: orange, orange
Pause for Response:

Showing white box,

Instructor Says: white, white
Pause for Response:

Showing black box,

Instructor Says: black, black
Pause for Response:

Showing brown box,

Instructor Says: brown, brown
Pause for Response:

Drill B

Show PH-16 with the orange box on the table as.

Instructor Says: The orange box is on the table.
Pause for Response:

Repeat the above two lines.

Close-up of instructor's face as.

Instructor Says: On the table.
Pause for Response:

Repeat the above two lines.

Instructor Reinforcement: The orange box is on the table.
Pause for Response:

Remove orange box. Putting red box under the table.

Instructor Says: The red box is under the table.
Pause for Response:

Repeat the above two lines.

Close-up of instructor's face as.

Instructor Says: Under the table.
Pause for Response:
Instructor Reinforcement: The red box is under the table.
Pause for Response:

Remove red box. Putting yellow box beside the table.

Instructor Says: The yellow box is beside the table.
Pause for Response:

Repeat the above two lines

Close-up of instructor's face as.

Instructor Says: Beside the table.
Pause for Response:
Instructor Reinforcement: The yellow box is beside the table.
Pause for Response:

Drill C (Reinforcement of Prepositions)

Show PH-3 - Putting green box on the chair.

Instructor Says: The green box is on the chair.
Pause for Response:

Repeat the above two lines.

Instructor Says: On the chair.
Pause for Response:
Instructor Reinforcement: The green box is on the chair.
Pause for Response:

Remove green box. Putting blue box under the chair.

Instructor Says: The blue box is under the chair.
Pause for Response:

Repeat the above two lines.

Instructor Says: Under the chair.
Pause for Response:
Instructor Reinforcement: The blue box is under the chair.
Pause for Response:

Remove blue box. Putting white box beside the chair.

Instructor Says: The white box is beside the chair.
Pause for Response:

Repeat the above two lines.

Instructor Says: Beside the chair.
Pause for Response:
Instructor Reinforcement: The white box is beside the chair.

Lesson 12

Materials: Peabody: 2 orange kits "P" (plastic fruit and vegetables)
Sound Cards: S-11

Objective: Singular and plural of familiar fruit.

Method: Introduce new vocabulary using familiar sentence patterns.

Drill A

Instructor Says: Hello. My name is _____.
Pause for Response:

Holding the banana,

Instructor Says: This is a banana.
Pause for Response:
Instructor Says: A banana.
Pause for Response:
Instructor Reinforcement: This is a banana.
Pause for Response:

Holding three bananas, the

Instructor Says: These are bananas.
Pause for Response:
Instructor Says: bananas
Pause for Response:
Instructor Reinforcement: These are bananas.

Pointing an orange on plain background,

Instructor Says: That is an orange.
Pause for Response:
Instructor Says: An orange.
Pause for Response:
Instructor Reinforcement: That is an orange.
Pause for Response:

Showing two oranges on a plain background, and pointing,

Instructor Says: Those are oranges.
Pause for Response:
Instructor Says: oranges
Pause for Response:
Instructor Reinforcement: Those are oranges.
Pause for Response:

Drill B (Continuation)

Holding a lemon,

Instructor Says: This is a lemon.
Pause for Response:

Show SC-11

Close-up of instructor's mouth as.

Instructor Says: lemon, lemon
Pause for Response:
Instructor Says: This is a lemon
Pause for Response:

Holding two lemons in hand,

Instructor Says: These are lemons.
Pause for Response:
Instructor Says: lemons, lemons
Pause for Response:

Repeat the above two lines.

Instructor Reinforcement: These are lemons.
Pause for Response:

Pointing to an apple on a plain background,

Instructor Says: That is an apple.
Pause for Response:
Instructor Says: An apple, an apple
Pause for Response:
Instructor Reinforcement: That is an apple.
Pause for Response:

Pointing to a group of six apples.

Instructor Says: Those are apples.
Pause for Response:
Instructor Says: apples, apples
Pause for Response:
Instructor Reinforcement: Those are apples.
Pause for Response:

Lesson 13

Materials: Peabody "P" Kit - Numbers 1-10. Using a's only.
Sound Cards: 8, 4, 14, and 1

Objective: Counting 1-10

Method: Presenting basic numbers for sound.

Drill A

Instructor Says: Hello. My name is _____.
Pause for Response:

Showing number 1,

Instructor Says: one, I
Pause for Response: II

Showing close-up of instructor's mouth.

Repeat the above two lines.

Showing number 2,

Instructor Says: two
Pause for Response:

Showing close-up of instructor's mouth.

Repeat the above two lines.

Showing number 3,

Instructor Says: three
Pause for Response:

Show SC-8

Close-up of instructor's mouth and.

Repeat the above two lines.

Showing number 4,

Instructors Says: four
Pause for Response:

Show SC-4

Close-up of instructor's mouth and.

Repeat the above two lines.

Showing number 5,

Instructor Says: five
Pause for Response:

Show SC-4 again.

Close-up of instructor's mouth and.

Repeat the above two lines.

Showing number 6,

Instructor Says: six
Pause for Response:

Show SC-14

Close-up of instructor's mouth and.

Repeat the above two lines.

Showing number 7,

Instructor Says: seven
Pause for Response:

Show close-up of instructor's mouth and.

Repeat the above two lines.

Showing number 8,

Instructor Says: eight
Pause for Response:

Close-up of instructor's mouth and.

Repeat the above two lines.

Showing number 9,

Instructor Says: nine
Pause for Response:

Close-up of instructor's mouth and.

Repeat the above two lines.

Showing number 10,

Instructor Says: ten
Pause for Response:

Show SC-1

Close-up of instructor's mouth and.

Repeat the above two lines.

Drill B (Familiarization with numbers 1-10)

Holding up number 1,

Instructor Says: one, one
Pause for Respone:

Holding up number 2,

Instructor Says: two, two
Pause for Response:

Holding up number 3,

Instructor Says: three, three
Pause for Response:

Holding up number 4,

Instructor Says: four, four
Pause for Response:

Holding up number 5,

Instructor Says: five, five
Pause for Response:

Holding up number 6,

Instructor Says: six, six
Pause for Response:

Holding up number 7,

Instructor Says: seven, seven
Pause for Response:

Holding up number 8,

Instructor Says: eight, eight
Pause for Response:

Holding up number 9,

Instructor Says: nine, nine
Pause for Response:

Holding up number 10,

Instructor Says: ten, ten
Pause for Response:

Drill C (Reinforcement of numbers 1-10)

Holding up number 6,

Instructor Says: six
Pause for Response:

Holding up number 3,

Instructor Says: three
Pause for Response:

Holding up number 5,

Instructor Says: five
Pause for Response:

Holding up number 6,

Instructor Says: six
Pause for Response:

Holding up number 1,

Instructor Says: one
Pause for Response:

Holding up number 8,

Instructor Says: eight
Pause for Response:

Holding up number 10,

Instructor Says: ten
Pause for Response:

Holding up number 2,

Instructor Says: two
Pause for Response:

Holding up number 7,

Instructor Says: seven
Pause for Response:

Holding up number 4,

Instructor Says: four
Pause for Response:

Holding up number 9,

Instructor Says: nine
Pause for Response:

Lesson 14

Materials: Peabody "P" Kit Numbers 1-10. Using a's only; Orange "P" Kit of plastic fruit; 1M-4, PH-31 and PD-1a - packet of colored tags from Kit #1
Sound Cards: 11

Objective: Use like and don't like, have and don't have.

Method: Brief review of Lesson 13. Construct drills which combine familiar words with new verbs.

Drill A (Brief review of numbers)

Instructor Says: Hello. My name is _____.
Pause for Response:

Showing number 5,

Instructor Says: five, five
Pause for Response:

Showing number 3,

Instructor Says: three, three
Pause for Response:

Showing number 6,

Instructor Says: six, six
Pause for Response:

Drill B

Showing PD-1a and pointing to himself.

Instructors Says: I like.
Pause for Response:

Show SC-11 with emphasis on tongue position.

Close-up of instructor's mouth as.

Instructor Says: I like.
Pause for Response:

Repeat the above two lines.

Show three bananas on plain background as.

Instructor Says: I like bananas.
Pause for Response:

Repeat the above two lines for reinforcement.

Showing yellow tag,

Instructor Says: I like yellow bananas.
Pause for Response:

Repeat the above two lines.

Showing PD-2a and pointing to himself.

Instructor Says: I don't like bananas.
Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: don't like
Pause for Response:
Instructor Says: I don't like
Pause for Response:
Instructor Reinforcement: I don't like bananas.
Pause for Response:

Showing tag with PD-2a,

Instructor Says: I dont' like green bananas.
Pause for Response:

Repeat the above two lines for reinforcement.

Instructor Says: I don't like.
Pause for Response:
Instructor Reinforcement: I don't like bananas.
Pause for Response:

Showing tag with PD-2a,

Instructor Says: I don't like green bananas.
Pause for Response:

Repeat the above two lines for reinforcement.

Drill C (Use of have with don't)

Holding 1M-4 in hand,

Instructor Says: I have a hammer.
Pause for Reply:

Repeat the above two lines for reinforcement.

Putting both hands outward, palms up, with no illustration.

Instructor Says: I don't have a hammer.
Pause for Response:
Instructor Says: don't have.
Pause for Response:
Instructor Reinforcement: I don't have a hammer.
Pause for Response:

Holding PH-31 in hand,

Instructor Says: I have a broom.
Pause for Reply:

Repeat the above two lines for reinforcement.

Putting both hands outward, palms up, with no illustration.

Instructor Says: I don't have a broom.
Pause for Response:

Repeat the above two lines for reinforcement.

Lesson 15

Materials: Peabody 1M4, 1E-16, PD-1a, PD-2a, Two orange "P" kits of plastic fruit and vegetables.

Objective: Introduce vegetables and questions with answers, plus yes and no.

Method: Brief review of Lesson 14. Drills following will develop negatives more fully.

Drill A (Review)

Instructor Says: Hello. My name is _____.
Pause for Response:

Putting both hands outward, palms up, with no illustrations.

Instructor Says: I don't have a hammer.
Pause for Response:

Repeat the above two lines for reinforcement.

Holding 1M-4 in hand,

Instructor Says: I have a hammer.
Pause for Response:

Putting 1M-4 down and showing empty hands,

Instructor Says: I don't have a hammer.
Pause for Response:

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Drill B (Vegetables)

Showing 1E-16

Instructor Says: green beans
Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: green beans
Pause for Response:

Showing PD1-1a with 1E-16,

Instructor Says: I like green beans.
Pause for Response:

Repeat the above two lines.

Showing PD-2a,

Instructor Says: I don't like green beans.
Pause for Response:

Repeat the above two lines.

Showing two potatoes,

Instructor Says: potatoes
Pause for Response:

Show close-up of instructor's mouth and.

Repeat the above two lines -- Two More Times.

Instructor Says: I like potatoes.
Pause for Response:
Instructor Says: I like don't like potatoes.
Pause for Response:

Showing two tomatoes,

Instructor Says: tomatoes
Pause for Response:

Show close-up of instructor's mouth and.

Repeat the above two lines -- Two More Times.

Instructor Says: I like tomatoes.
Pause for Response:
Instructor Says: I don't like tomatoes.
Pause for Response:

Showing two carrots,

Instructor Says: carrots
Pause for Response:

Show close-up of instructor's mouth and.

Repeat the above two lines -- Two More Times.

Instructor Says: I like carrots.
Pause for Response:
Instructor Says: I don't like carrots.
Pause for Response:

Drill C (Question - Answers)

Pointing to himself,

Instructor Says: I like carrots.
Pause for Response:

Pointing to camera,

Instructor Says: Do you like carrots?
Pause for Response:

Nodding head,

Instructor Says: Yes, I like carrots.

Nodding head repeated,

Pause for Response:

Repeat the above four lines of dialogue for reinforcement.

Pointing to camera,

Instructor Says: Do you like green beans?
Pause for Response:

Nodding head,

Instructor Says: Yes, I like green beans.

Nodding head repeated,

Pause for Response:

Repeat the above four lines of dialogue for reinforcement.

Pointing to the camera,

Instructor Says: Do you like tomatoes.
Pause for Response:

Moving head from side to side,

Instructor Says: No, I don't like tomatoes.

Moving head from side to side repeated,

Pause for Response:

Repeat the above four lines of dialogue for reinforcement.

Nodding the head,

Instructor Says: Yes, I do.
Pause for Response:

Shaking the sideways,

Instructor Says: No, I don't.
Pause for Response:

Repeat the above action and four lines of dialogue for reinforcement.

Lesson 16

Materials: Peabody: 3R-3, any card from "P" for bank side
Sound Cards: 14, 10, 1, 6, 8, and 4

Objective: Days of the week.

Method: Brief review of Lesson 15. Drill for the weekdays will be single answer rather than full sentence. Emphasis will be on pronunciation of the days.

Drill A (Review)

Instructor Says: Hello. My name is _____.
Pause for Response:

Pointing to camera,

Instructor Says: Do you like potatoes?
Pause for Response:

Nodding his head,

Instructor Says: Yes, I like potatoes.

Nodding his head again,

Pause for Response:

Pointing to camera,

Instructor Says: Do you like green apples?
Pause for Response:

Shaking his head,

Instructor Says: No, I don't like green apples.

Shaking his head again,

Pause for Response:

Drill B

Holding a blank to all but first column of numbers,

Instructor Says: Sunday. II 92
Pause for Response:

Show SC-14

Close-up of instructor's mouth as.

Instructor Says: Sunday
Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: day, day
Pause for Response:
Instructor Says: Sunday, Sunday
Pause for Response:

Show second column of numbers as,

Instructor Says: Monday
Pause for Response:

Show SC-10 with passage of air through the nose.

Close-up of instructor's mouth as.

Instructor Says: Monday, Monday
Pause for Response:

Show third column of numbers as,

Instructor Says: Tuesday
Pause for Response:

Show SC-1

Close-up of instructor's mouth as.

Instructor Says: Tuesday, Tuesday
Pause for Response:

Show fourth column of numbers as,

Instructor Says: Wednesday

Show SC-6

Close-up of instructor's mouth as.

Instructor Says: Wednesday, Wednesday
Pause for Response:

Show fifth column of numbers as,

Instructor Says: Thursday
Pause for Response:

Show SC-8

Close-up of instructor's mouth as.

Instructor Says: Thursday
Pause for Response:

Repeat twice the above two lines for reinforcement.

Show sixth column of numbers as,

Instructor Says: Friday
Pause for Response:

Show SC-4 with emphasis on teeth and tongue.

Close-up of instructor's mouth as.

Instructor Says: Friday, Friday
Pause for Response:

Show seventh columns of numbers as,

Instructor Says: Saturday
Pause for Response:

Show close-up of instructor's mouth as.

Instructor Says: Saturday
Pause for Response:

Repeat twice the above two lines for reinforcement.

Drill C (Repeat of Days of Week)

Showing first column of numbers,

Instructor Says: Sunday
Pause for Response:

Showing second column of numbers,

Instructor Says: Monday
Pause for Response:

Showing third column of numbers,

Instructor Says: Tuesday
Pause for Response:

Showing fourth column of numbers,

Instructor Says: Wednesday
Pause for Response:

Showing fifth column of numbers,

Instructor Says: Thursday
Pause for Response:

Showing sixth column of numbers,

Instructor Says: Friday
Pause for Response:

Showing seventh column of numbers,

Instructor Says: Saturday
Pause for Response:

Lesson 17

Materials: Peabody 3R3, 1A-17, 1A-19, 20-41, 1A-16, 20-46, & 3S-15

Objective: Use fo verb work with or.

Method: Brief review of days of the week. Reinforcement and use of work in sentence drills will utilize occupation with other familiar sentences and vocabulary.

Drill A (Review)

Instructor Says: Hello. My name is _____.
Pause for Response:

Showing Sunday column,

Instructor Says: Sunday
Pause for Response:

Showing Monday column,

Instructor Says: Monday
Pause for Response:

Showing Tuesday column,

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Instructor Says: Tuesday
Pause for Response:

Showing Wednesday column,

Instructor Says: Wednesday
Pause for Response:

Showing Thursday column,

Instructor Says: Thursday
Pause for Response:

Showing Friday column,

Instructor Says: Friday
Pause for Response:

Showing Saturday column,

Instructor Says: Saturday
Pause for Response:

Drill B

Showing 1A-17

Instructor Says: I am a teacher.
Pause for Response:

Showing Monday column with 1A-17,

Instructor Says: I work on Monday.
Pause for Response:
Instructor Reinforcement: I work on Monday.
Pause for Response:

Making fist and moving both arms up and down,

Instructor Says: work, work
Pause for Response:
Instructor Reinforcement: I work on Monday.
Pause for Response:

Showing 1A-19,

Instructor Says: I am a carpenter.
Pause for Response:

Showing Friday column with 1A-19 and making a sawing motion,

Instructor Says: I work on Friday.
Pause for Response:

Repeat the above two lines.

Showing 1A-16

Instructor Says: I am a housewife.
Pause for Response:

Showing Wednesday column,

Instructor Says: I work on Wednesday.
Pause for Response:

Repeat the above two lines.

Drill C (Drill continued)

Showing 20-41

Instructor Says: I am a construction worker.
Pause for Response:

Showing Sunday column and putting 3S-15 in front of it,

Instructor Says: I don't work on Sunday.
Pause for Response:

Repeat the above two lines.

Showing 20-46

Instructor Says: I am a mechanic.
Pause for Response:

Showing Sunday column and putting 3S-15 in front of it,

Instructor Says: I don't work on Sunday.
Pause for Response:

Showing 1A-17

Instructor Says: I am a teacher.
Pause for Response:

Showing Saturday and Sunday and putting 3S-15 in front of them,

Instructor Says: I don't work on Saturday or Sunday.
Pause for Response:

Repeat the above two lines.

Pointing to both Saturday and Sunday columns,

Instructor Says: Saturday or Sunday
Pause for Response:
Instructor Says: or, or
Pause for Response:
Instructor Says: Saturday or Sunday
Pause for Response:
Instructor Says: I don't work on Saturday or Sunday.
Pause for Response:

Lesson 18

Materials: Peabody: 3R-3, 3S-15 - Illustrations: school and church Kit #1
Sound Cards: 14, 11 and 3

Objective: Use of the verb go plus additional place names.

Method: Review of last part of Lesson 19. Additional drills will use familiar patterns on include place names.

Drill A (Review)

Instructor Says: Hello. My name is _____.
Pause for Response:

Pointing to himself, showing Saturday and Sunday and putting 3S-15 over them,

Instructor Says: I don't work on Saturday or Sunday.
Pause for Response:

Repeat the above two lines of dialogue for reinforcement.

Making an X sign over Wednesday and Thursday,

Instructor Says: I don't work on Wednesday or Thursday.
Pause for Response:

Repeat the above three lines for reinforcement.

Drill B

Pointing to himself and then far away and looking in the same direction,

Instructor Says: I go
Pause for Response:

Show close-up of instructor's mouth and.

Repeat the above two lines of dialogue.

Instructor Says: I go to Agana.
Pause for Response:

Show close-up of instructor's mouth as.

Instructor Says: to Agana, to Agana
Pause for Response:
Instructor Reinforcement: I go to Agana.
Pause for Response:
Instructor Says: I go to Agana on Tuesday.
Pause for Response:

Showing a school illustration,

Instructor Says: school
Pause for Response:

Showing SC-14 and SC-11

Close-up of instructor's mouth as.

Instructor Says: school
Pause for Response:

Repeat the above two lines for reinforcement.

Pointing to himself and then away and looking in the same directions as school card,

Instructor Says: I go to school.
Pause for Response:

Repeat the above two lines.

Instructor Says: I go to school on Monday.
Pause for Response:

Repeat the above two lines.

Drill C (Continued)

Showing a Church illustration,

Instructor Says: church
Pause for Response:

Show SC-2

Close-up of instructor's mouth as.

Instructor Says: church
Pause for Response:

Pointing and moving the arm straight out,

Instructor Says: I go to church.
Pause for Response:

Repeat the above two lines.

Instructor Says: I go to church on Sunday.
Pause for Response:

Repeat the above two lines.

Instructor Says: I don't go to Church on Monday.
Pause for Response:

Repeat the above two lines of dialogue,

Instructor Says: Do you go to church on Monday?
Pause for Response:

Repeat the above two lines of dialogue,

Instructor Says: No, I don't.
Pause for Response:

Repeat the above two lines of dialogue,

Materials: Peabody: PP-26, PP-24, Orange "P" kit of plastic fruit
Sound Cards: 9, 5, 6, and 8
Illustrations: school and church

Objective: Introduce pronouns: you (sing.) he, she, it, we, and they

Method: Brief review of Lesson 18. Drill for pronouns will use familiar verbs. No new verbs will be introduced. Emphasis is on pronoun.

Drill A (Review)

Instructor Says: Hello. My name is _____.
Pause for Response:

Showing church illustration,

Instructor Says: I go to church on Sunday.
Pause for Response:

Showing school illustration,

Instructor Says: I go to school on Monday.
Pause for Response:
Instructor Says: I go to Agana on Tuesday.
Pause for Response:

Drill B (Pronouns)

Pointing to himself,

Instructor Says: I am a teacher.

Motions with a beckoning motion of the hand for,

Pause for Response:

Pointing to camera,

Instructor Says: You are a teacher.

Motions with a beckoning hand for, II 84

Pause for Response:

Showing PP-26 and pointing,

Instructor Says: He is a teacher
Pause for Response:

Show SC-9

Close-up of instructor's mouth as.

Instructor Says: he, he
Pause for Response:
Instructor Says: He is a teacher.
Pause for Response:

Showing PP-24 and pointing,

Instructor Says: She is a teacher.
Pause for Response:

Showing SC-5

Close-up of instructor's mouth as.

Instructor Says: she, she
Pause for Response:
Instructor Reinforcement: She is a teacher.
Pause for Response:

Show the banana on a plain background,

Instructor Says: It is a banana.
Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: it, it
Pause for Response:
Instructor Reinforcement: It is a banana.
Pause for Response:

Show PP-24 and PP-26 in hand and draw a circle motion including instructor as,

Instructor Says: We are teachers.
Pause for Response:

Show SC-6

Close-up of instructor's face as.

Instructor Says: we, we
Pause for Response:

Show PP-24 and PP-26 in hand and draw a circle motion including instructor as,

Instructor Reinforcement: We are teachers.
Pause for Response:

Show PP-24 beside PP-26

Instructor Says: They are teachers.
Pause for Response:

Show SC-8

Close-up of instructor's mouth as.

Instructor Says: they, they
Pause for Response:

Show PP-24 beside PP-26 pointing to them,

Instructor Reinforcement: They are teachers.
Pause for Response:

Drill C (Repeat of Pronouns)

Pointing to himself,

Instructor Says: I am a teacher.
Pause for Response:

Pointing to camera,

Instructor Says: You are a teacher.
Pause for Response:

Pointing to PP-26

Instructor Says: He is a teacher.
Pause for Response:

Pointing to PP-24

Instructor Says: She is a teacher.
Pause for Response:

Pointing to the banana,

Instructor Says: It is a banana.
Pause for Response:

Show PP-24 and PP-26 in hand and draw a circle motion including instructor as,

Instructor Says: We are teachers.
Pause for Response:

Show PP-24 and PP-26 and pointing to them,

Instructor Says: They are teachers.
Pause for Response:

Lesson 20

Materials: Peabody: "P" Orange kit of plastic fruit and vegetables
Peabody: 20-59, 1A-19, PH-3, and 3S-15

Objective: Introduce new verbs see and eat with adjective some, plus new vocabulary.

Material: Brief review of last lesson. Drills which follow will be based on previous sentence structures with familiar and new vocabulary words.

Drill A (Review)

Instructor Says: Hello. My name is _____.
Pause for Reply:

Showing 20-59 and pointing,

Instructor Says: He is a farmer.
Pause for Response:

Showing PP-22 and pointing,

Instructor Says: He is a farmer.
Pause for Response:

Showing 20-59 and PP-22 besie each other and pointing,

Instructor Says: They are farmers.
Pause for Response:

Drawing a circular motion with the hand to include the illustrations,

Instructor Says: We are farmers.
Pause for Response:

Pointing to the camera,

Instructor Says: Are you a farmer?

Then quickly holding up the hand for silence, the illustrator shows 1A-19 and then,

Instructor Says: No, I am not a farmer.

Beckons with the hand for reply,

Pause for Response:

Repeat the above three lines of dialogue.

Pointing to the camera,

Instructor Says: Are you a farmer?

Then quickly holding up the hand for silence, the instructor shows 20-59 and then,

Instructor Says: Yes, I am a farmer.

Beckons with the hand for reply,

Pause for Response:

Drill B

Close-up of instructor's face as he points to his eye then toward camera,

Instructor Says: I can see.
Pause for Response:

Repeat the above two lines of dialogue.

Closing the eyes and shaking the head,

Instructor Says: I can't see.
Pause for Response:

Repeat the above two lines of dialogue.

Pointing from his eyes toward three apples on a plain background,

Instructor Says: I can see three applies.
Pause for Response:
Instructor Says: three apples
Pause for Response:
Instructor Says: I can see three apples.
Pause for Response:

Showing some apples piled up,

Instructor Says: I can see some apples.
Pause for Response:

Show close-up of instructor's mouth as.

Instructor Says: some, some
Pause for Response:
Instructor Reinforcement: I can see some apples.
Pause for Response:

Putting a card in front of the apples,

Instructor Says: I can't see some apples.
Pause for Response:

Repeat the above two lines of dialogue.

Lifting the card and showing the apples,

Instructor Says: I can see some apples.
Pause for Response:

Drill C

Taking an apple and pretending to take a bite and moving the mouth and jaws in eating fashion.

Instructor Says: I can eat an apple.
Pause for Response:

Showing close-up of instructor's mouth as.

Instructor Says: eat, eat
Pause for Response:
Instructor Says: I can eat
Pause for Response:
Instructor Says: I can eat an apple.
Pause for Response:

Pretending to eat a tomato,

Instructor Says: I can eat a tomato.
Pause for Response:

Repeat the above two lines of dialogue.

Showing PH-3

Instructor Says: I can't eat a chair.
Pause for Response:

Pointing to the camera,

Instructor Says: Can you eat a chair?

Holding up the hand for silence then placing 3S-15 over PH-3,

Instructor Says: No, I can't eat a chair.

Beckons for response,

Pause for Response:

Instructor Says: Can you eat a chair?
Pause for Response:
Instructor Says: No, I can't eat a chair.
Pause for Response:

Showing an ear of corn,

Instructor Says: I can eat corn.
Pause for Response:
Instructor Says: corn, corn
Pause for Response:
Instructor Reinforcement: I can eat corn.
Pause for Response:

Pointing to the camera,

Instructor Says: Can you eat corn?
Pause for Response:
Instructor Says: Yes, I can eat corn.
Pause for Response:

Lesson 21

Materials: Peabody: "P" Orange kit with plastic fruit and vegetables
PP-25, PU-4, PP-15

Objective: Introduce local place, names plus the verbs drive and walk.

Method: Brief review of Lesson 20. Drills will be based on familiar sentence patterns.

Drill A (Review)

Instructor Says: Hello. My name is _____.
Pause for Response:

Holding up a banana,

Instructor Says: I like bananas.

Beckon to the banana for response and,

Pause for Response:

Pretending to eat the banana,

Instructor Says: I can eat bananas.

Beckon to the camera for response and,

Pause for Response:

Pretending to eat an apple,

Instructor Says: I can eat apples.
Pause for Response:

Showing a group of bananas,

Instructor Says: I can see some bananas.
Pause for Response:

Showing a group of apples,

Instructor Says: I can see some apples.
Pause for Response:

Putting a card in front of the apples,

Instructor Says: I can't see the apples.
Pause for Response:

Putting a card in front of the bananas,

Instructor Says: I can't see the bananas.
Pause for Response:

Drill B

Showing PP-25 and holding up the hand for silence,

Instructor Says: This is Julie.
Instructor Repeats: Julie

Beckon for response and, II 81

Pause for Response

Close-up of instructor's mouth as,

Instructor Says: Julie, Julie
Pause for Response:
Instructor Says: j, j
Pause for Response:

Close-up of instructor's mouth as,

Instructor Says: lee, lee
Pause for Response:

Close-up of instructor's mouth for,

Instructor Reinforcement: Julie, Julie
Pause for Response:
Instructor Says: Julie lives in Liguan Terrace.
Pause for Response:

Close-up of instructor's mouth,

Instructor Says: Liguan, Liguan
Pause for Response:

Camera still as,

Instructor Says: Liguan Terrace.
Pause for Response:
Instructor Says: Julie lives in Liguan Terrace.
Pause for Response:

Repeat the above two lines for Reinforcement.

Show PU-4 as instructor moves his hands in a driving-the-car position as,

Instructor Says: Julie drives a car.
Pause for Response:

Close-up of instructor's mouth as,

Instructor Says: drives, drives
Pause for Response:
Instructor Says: Julie drives a car.
Pause for Response:

Drill C

Showing PP-15

Instructor Says: This is John.
Pause for Response:
Instructor Says: John, John
Pause for Response:

Walking a few steps,

Instructor Says: walk, walk

Walking a few steps during the,

Pause for Response:

Showing close-up of instructor's mouth as instructor carefully forms the sounds for this words as,

Instructor Says: walk
Pause for Response

Repeat the above two lines.

Instructor Says: John walks.
Pause for Response:
Instructor Says: John walks to work.
Pause for Response:
Instructor Says: He walks to work.
Pause for Response:

Showing PU-4 after PP-15,

Instructor Says: He walks to the car.
Pause for Response:

Repeat the above two lines.

Instructor Says: John walks to Dededo.
Pause for Response:

Repeat the above two lines.

Lesson 22

Materials: Peabody: PP-15, PP-25, 1A-16, 1A-31, PC-3, PC-13, 20-46, 2T-69

Objective: Use of local place, names, the verb washing and occupational items.

Method: Brief review of Lesson 21. Drills will follow previously learned patterns with new words useful to housewife and mechanic.

Drill A (Review)

Instructor Says: Hello. My name is _____.
Pause for Response:

Showing PP-15

Instructor Says: John walks to work.
Pause for Response:
Instructor Says: John walks to Dededo.
Pause for Response:

Showing driving motion with the hands,

Instructor Says: John drives a car.
Pause for Response:
Pause for Response: John drives to Dededo.
Pause for Response:

Showing PP-25

Instructor Says: Julie lives in Liguan Terrace.
Pause for Response:

Repeat the above two lines for reinforcement.

Instructor Says: Julie drives to Agana.
Pause for Response:

Drill B

Showing 1A-16

Instructor Says: My name is Anna.
Pause for Response:
Instructor Says: I live in Anigua.
Pause for Response:

Instructor Says: I work in the house.
Pause for Response:

Repeat the above two lines.

Instructor Says: I am a housewife.
Pause for Response:
Instructor Says: housewife
Pause for Response:
Instructor Reinforcement: I am a housewife.
Pause for Response:

Instructor Says: I am washing a plate.
Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: washing
Pause for Response:

Repeat the above two lines.

Moving hands as washing a plate - same as illustration and,

Instructor Says: washing
Pause for Response:
Instructor Reinforcement: I am washing a plate.
Pause for Response:

Show 1A-31 as,

Instructor Says: I am washing clothes.
Pause for Response:
Instructor Says: clothes

Showing PC-3 and PC-13 then close-up of instructor's mouth as.

Instructor Says: clothes, clothes
Pause for Response:

Showing 1A-31 again as,

Instructor Says: I am washing clothes.
Pause for Response:

Drill C (Mechanic)

Showing 20-46 as

Instructor Says: Tom is a mechanic.
Pause for Response:

Close-up of instructor's mouth as instructor.

Repeat the above two lines.

Showing 20-46

Instructor Says: He works on a car.
Pause for Response:

Repeat the above two lines.

Instructor Says: He washes with a wrench.
Pause for Response:

Show 2T-69 as,

Instructor Says: wrench
Pause for Response:

Saw close-up of instructor's mouth as.

Instructor Says: wrench
Pause for Response:
Instructor Says: He works with a wrench.
Pause for Response:

Repeat the above two lines for reinforcement.

Instructor Says: Tom works in Tamuning.
Pause for Response:

Repeat the above two lines for reinforcement.

Lesson 23

Materials: Peabody: 1A-16, 1A-31, 20-46, 2T-69, PH-15, PH-18, PH-2, PH-14 PH-13, PH-17, PH-4, PH-8

Objective: Introduce common household items.

Method: Brief review of Lesson 21. The drills in this lesson will use articles a and an. Familiar sentence patterns will be used to expand vocabluary.

Drill A (Review)

Instructor Says: Hello. My name is _____.
Pause for Response:

Showing 1A-16

Instructor Says: I am washing a plate.
Pause for Response:

Repeat the above two lines of dialogue for reinforcement. II 59 77

Showing 1A-31

Instructor Says: I am washing clothes.
Pause for Response:

Repeat the above two lines of dialogue for reinforcement.

Showing 20-46

Instructor Says: Tom is a mechanic.
Pause for Response:

Repeat the above two lines of dialogue for reinforcement.

Show 2T-69 beside 20-46 then,

Instructor Says: He works with a wrench.
Pause for Response:
Instructor Says: Tom works in Tamuning.
Pause for Response:

Drill B (Household Items)

Showing PH-15

Instructor Says: This is a stone.
Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: stone, stone
Pause for Response:
Instructor Says: This is a stone.
Pause for Response:

Showing PH-18

Instructor Says: This is a television set.
Pause for Response:
Instructor Says: television set
Pause for Response:
Instructor Says: tele, tele
Pause for Response:
Instructor Says: television set
Pause for Response:
Instructor Reinforcement: This is a television set.
Pause for Response:

Showing Ph-2

Instructor Says: This is a bed.
Pause for Response:
Instructor Says: bed, bed
Pause for Response:
Instructor Reinforcement: This is a bed.

Showing PH-14

Instructor Says: This is a sofa.
Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: sofa, sofa
Pause for Response:
Instructor's Reinforcement: This is a sofa.
Pause for Response:

Drill C (Household Items Continued)

Holding PH-13

Instructor Says: I have a sink.
Pause for Response:

Close up of instructor's mouth as.

Instructor Says: sink, sink
Pause for Response:
Instructor Reinforcement: I have a sink.
Pause for Response:

Holding PH-17

Instructor Says: I have a telephone.
Pause for Response:
Instructor Says: tele, tele
Pause for Response:
Instructor Says: phone, phone
Pause for Response:
Instructor Reinforcement: I have a telephone.
Pause for Response:

Holding PH-4

Instructor Says: I have a dresser.
Pause for Response:
Instructor Says: dresser, dresser
Pause for Response:
Instructor Reinforcement: I have a dresser.
Pause for Response:

Holding PH-8

Instructor Says: I have a lamp.
Pause for Response:
Instructor Says: lamp, lamp
Pause for Response:
Instructor Reinforcement: I have a lamp.
Pause for Response:

Drill D (Review with single word identification).

Showing PH-15

Instructor Says: This is a stone.
Pause for Response:

Showing PH-18

Instructor Says: a television set
Pause for Response:

Showing PH-2

Instructor Says: a bed
Pause for Response:

Showing PH-14

Instructor Says: a sofa
Pause for Response:

Showing PH-13

Instructor Says: a sink
Pause for Response:

Showing PH-17

Instructor Says: a telephone
Pause for Response:

Showing PH-14

Instructor Says: a dresser
Pause for Response:

Showing PH-8

Instructor Says: a lamp
Pause for Response:

Lesson 24

Materials: Peabody: PH-15, PH-2, PH-14, P-16, PH-4, PH-8, 1H-31, 1H-17, 1H-30, 1H-32, 1H-19 and 1H-23

Objective: Reinforcement of plural formation.

Method: Brief review of Lesson 23. The drills in this lesson will be based on plurals stressing these and those which were previously taught.

Drill A (Review)

Instructor Says: Hello. My name is _____.
Pause for Reply:

Holding PH-15

Instructor Says: What is this?

Quickly holding up the hand for silence,

Instructor Says: This is a stove.

Motion for response,

Pause for Response:

Pointing to PH-2,

Instructor Says: What is that?

Quickly holding up the hand for silence,

Instructor Says: That is a bed.

Motion for response,

Pause for Response:

Drill B

Pointing to PH-14 and 1H-30,

Instructor Says: What are those?
Pause for Response:
Instructor Says: Those are sofas.
Pause for Response:
Instructor Says: sofas, sofas
Pause for Response:
Instructor Reinforcement: Those are sofas.
Pause for Response:

Pointing to PH-16 and 1H-32,

Instructor Says: What are those?
Pause for Response:
Instructor Says: Those are tables.
Pause for Response:
Instructor Says: tables, tables
Pause for Response
Instructor Reinforcement: Those are tables.
Pause for Response:

Pointing to PH-8 and IH-23,

Instructor Says: What are those?
Pause for Response:
Instructor Says: Those are lamps.
Pause for Response:
Instructor Says: lamps, lamps
Pause for Response:
Instructor Reinforcement: Those are lamps.
Pause for Response:

Drill C

Holding PH-15 and 1H-31,

Instructor Says: What are these?
Pause for Response:
Instructor Says: These are stones.
Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: stoves, stoves
Pause for Response:
Instructor Reinforcement: These are stoves.
Pause for Response:

Holding PH-2 and 1H-17,

Instructor Says: What are these?
Pause for Response:
Instructor Says: These are beds.

Close-up of instructor's mouth as.

Instructor Says: beds, beds
Pause for Response:
Instructor Reinforcement: These are beds.

Holding PH-14 and 1H-30,

Instructor Says: What are these?
Pause for Response:
Instructor Says: These are sofas.
Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: sofas, sofas
Pause for Response:
Instructor Reinforcement: These are sofas.

Lesson 25

Materials: Peabody: PH-2, 1H-17, PH-14, 1H-30, PH-16, 1H-32, 3A-9, 1M-4 and 20-42
Sound Cards: SC-8, 8C-11 - A pencil, paper, visual aide helper packet kit #1

Objective: Develop verbs write and hammer plus use of with and new vocabulary.

Drill A (Review)

Instructor Says: Hello. My name is _____.
Pause for Response:

Holding PH-2 and 1H-17,

Instructor Says: What are these?
Pause for Response:
Instructor Says: These are beds.
Pause for Response:

Holding PH-14 and 1H-30,

Instructor Says: What are these?
Pause for Response:
Instructor Says: These are sofas.
Pause for Response:

Pointing to PH-16 and 1H-32,

Instructor Says: What are those?
Pause for Response:
Instructor Says: Those are tables.
Pause for Response:

Drill B

Holding a pencil,

Instructor Says: This is a pencil.
Pause for Response:

Making squiggle lines as if writing on something,

Instructor Reinforcement: I can write with a pencil.
Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: write, write
Pause for Response:
Instructor Says: I can write with a pencil.
Pause for Response:

Making squiggle lines as if writing on something.

Instructor Reinforcement: I can write with a pencil.

Close-up of instructor's mouth as.

Instructor Says: with, with
Pause for Response:

Close-up of instructor's mouth for formation of voiceless th sound as.

Show SC-8 as instructor shows no air escaping and no vibration in the throat.

Instructor Says: th, th (voiceless)
Pause for Response:
Instructor Says: with, with

Instructor Says: this, this
Pause for Response:
Instructor Says: with, with
Pause for Response:

Instructor Says: with a pencil
Pause for Response:

Repeat the above two lines of dialogue for reinforcement.

Instructor Reinforcement: I can write with a pencil.
Pause for Response:

Holding up a sheet of paper,

Instructor Says: paper
Pause for Response:

Repeat the above two lines of dialogue for reinforcement.

Instructor Says: I can write on paper.
Pause for Response:

Making a squiggle lines as if writing on the paper.

Instructor Reinforcement: I can write on paper.
Pause for Response:

Showing 3A-9,

Instructor Says: He is writing on paper.
Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: is writing
Pause for Response:

Repeat the above two lines of dialogue for reinforcement.

Instructor Reinforcement: He is writing on paper.
Pause for Response:

Drill C

Holding 1M-4,

Instructor Says: This is a hammer.
Pause for Response:

Making two pounding motions with 1M-4 in hand,

Instructor Says: I can hammer.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: I can hammer with a hammer.
Pause for Response:
Instructor Says: with a hammer
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: I can hammer with a hammer.
Pause for Response:

Show 20-42 as,

Instructor Says: He is hammering.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: with a hammer
Pause for Response:
Instructor Reinforcement: He is hammering with a hammer.
Pause for Response:

Use card with square opening from VISUAL AIDS HELPERS PACKET in Kit #1. Hold card over the mail in 20-42 as,

Instructor Says: This is a nail.
Pause for Response:

Show SC-11

Close-up of instructor's mouth as.

Instructor Says: nail, nail
Pause for Response:

Repeat the above two lines of dialogue.

Showing 20-42

Instructor Says: He is hammering a nail.
Pause for Response:

Repeat the above two lines of dialogue.

Lesson 26

Materials: Peabody: 20-42, PH-34, 3A-21, PH-31, 1A-13
Visual Aids Helper Packet

Objective: To build new verbs: carry and sweep plus the preposition in with new nouns.

Method: Brief review of Lesson 25. Using familiar nouns drills will develop the new verbs with the new nouns taught incidentally.

Drill A (Review)

Instructor Says: Hello. My name is _____.
Pause for Responese:

Showing 20-42

Instructor Says: He is hammering.
Pause for Response:
Instructor Says: with a hammer
Pause for Response:

Close-up of instructor face as instructor repeats the above two lines of dialogue.

Instructor Reinforcement: He is hammering with a hammer.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of and with a pointer to the nail.

Instructor Says: He is hammering a nail.
Pause for Response:

Repeat the above two lines of dialogue.

Drill B

Showing PH-34 in hand,

Instructor Says: I have a bucket.
Pause for Response:

Repeat the above two lines of dialogue.

Holding PH-54 from the top,

Instructor Says: I carry a bucket.
Pause for Response:

Repeat the above two lines of dialogue.

Show close-up of instructor's mouth as.

Instructor Says: carry, carry
Pause for Response.
Instructor Reinforcement: I carry a bucket
Pause for Response:

Repeat the above two lines of dialogue.

Show 3A-21 - Use the square hole card to block off the hose and water section on the car as,

Instructor Says: water
Pause for Response:

Show close-up of instructor's mouth and,

Repeat the above two lines of dialogue twice more.

Instructor Says: I carry water.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: I carry water in a bucket.
Pause for Response

Repeat the above two lines of dialogue.

Pointing into top of PH-34,

Instructor Says: in, in
Pause for Response:

Still pointing into the bucket,

Instructor Says: in the bucket
Pause for Response:
Instructor Reinforcement: I carry water in a bucket.
Pause for Response:

Repeat the above two lines of dialogue.

Using square-hole finder, block out the bucket on 3A-21,

Instructor Says: I have water in a bucket.
Pause for Response:

Repeat the above two lines of dialogue.

Showing PH-34

Instructor Says: I don't have water in a bucket.
Pause for Response:

Repeat the above two lines of dialogue.

Drill C

Holding PH-31

Instructor Says: I have a broom.
Pause for Response:

Using sweeping motion with PH-31,

Instructor Says: I sweep with a broom.

Using sweeping motion during,

Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: sweep, sweep
Pause for Response:

Using sweeping motion again,

Instructor Says: I sweep with a broom.

Using sweeping motion during,

Pause for Response:

Repeat the above two lines of dialogue with motion.

Showing 1A-13

Instructor Says: She is sweeping with a broom.
Pause for Response:

Close-up of instructor's mouth as.

Instructors Says: is sweeping
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: She is sweeping with a broom.
Pause for Response:

Repeat the above two lines.

Camera close-up of floor as instructor, pointing close to the floor,

Instructor Says: floor, floor
Pause for Response:

Close-up of instructor's face as.

Instructor Says: floor
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: The floor, the floor
Pause for Response:

Showing 1A-13 again as,

Instructor Reinforcement: She is sweeping the floor.
Pause for Response:

Repeat the above two lines of dialogue two more times.

Lesson 27

Materials: Peabody: 1A-13, 3A-21, 3U-10 and 1A-16

Objective: House and house vocabulary with pronoun [illegible].

Method: Brief review of Lesson 26. New vocabulary will be developed from familiar sentence patterns and object already learned.

Drill A (Review)

Instructor Says: Hello. My name is _____.
Pause for Response:

Showing card 1A-13

Instructor Says: She is sweeping the floor.
Pause for Response:

Pointing to the broom,

Instructor Says: She is sweeping with a broom.
Pause for Response:

Pointing to the floor and then the broom,

Instructor Says: She is sweeping the floor with a broom.
Pause for Response:

Repeat the above two lines of dialogue with actions.

Showing 3A-21 and pointing to the bucket,

Instructor Says: There is water in the bucket.
Pause for Response:

Repeat the above two lines of dialogue with actions.

Instructor Says: He has water in the bucket.
Pause for Response:

Repeat the above two lines of dialogue.

Drill B (House)

Showing 3U-10 and pointing to himself then to 3U-10,

Instructor Says: I live in this house.
Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: live, live
Pause for Response:
Instructor Says: this, this
Pause for Response:

Showing 3U-10 again,

Instructor Says: I live in this house.
Pause for Response:

Pointing to 3U-10 then to himself,

Instructor Says: This is my house.
Pause for Response:
Instructor Says: my house
Pause for Response:

Repeat the above two lines.

Instructor Says: This is my house.
Pause for Response:

Pointing to top room,

Instructor Says: This is a room.
Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: a room, a room
Pause for Response:
Instructor Reinforcement: This is a room.
Pause for Response:

Pointing to the bottom left room, repeat the above seven lines of dialogue.

Instructor Says: My house is in Agana.
Pause for Response:

Repeat the above two lines.

Drill C (Home)

Showing 1A-16

Instructor Says: My name is Mary.
Pause for Response:
Instructor Says: I work at home.
Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: home, home
Pause for Response:

Showing 3U-10

Instructor Says: I work at home.
Pause for Response:
Instructor Says: I am a homemaker.
Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: homemaker
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: I am a homemaker.
Pause for Response:

Pointing to the kitchen of 3U-10,

Instructor Says: This room is the kitchen.
Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: kitchen, kitchen
Pause for Response:

Still pointing,

Instructor Says: This room is the kitchen.
Pause for Response:

Showing 1A-16

Instructor Says: I am working in the kitchen.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: I am working in my kitchen.
Pause for Response:

Repeat the above two lines of dialogue.

Lesson 28

Materials: Peabody: 1A-16, 3U-10, PH-13, PH-25, PH-23, 3A-21

Objective: Increased household vocabulary and reinforce familiar verbs.

Method: Brief review of Lesson 27. The following drills will use familiar sentence patterns and expand household item vocabulary.

Drill A (Review)

Instructor Says: Hello. My name is _____.
Pause for Response:

Showing 1A-16

Instructor Says: This is Mary.
Pause for Reply:
Instructor Says: Mary is a homemaker.
Pause for Reply:
Instructor Says: She is working in the kitchen.

Showing 3-10 and pointing to the kitchen,

Instructor Says: Mary is working in the kitchen.
Pause for Response:

Repeat the above two lines of dialogue with the motions.

Drill B (Household Items)

Showing 1A-16

Instructor Says: Mary is washing a plate.
Pause for Response:

Repeat the above two lines of dialogue.

Showing PH-13 and pointing into the sink,

Instructor Says: Mary is washing a plate in the sink.
Pause for Response:

Showing PH-13 and pointing into the sink,

Instructor Says: in the sink

Showing PH-13 and pointing,

Pause for Response:

Repeat the above two lines.

Instructor Says: Mary is washing a plate in the sink.
Pause for Response:

Repeat the above two lines.

Showing PH-25

Instructor Says: a glass
Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: a glass
Pause for Response:

Showing 1A-16 and PH-25

Instructor Says: Mary is washing a glass.
Pause for Response:

Adding PH-13

Instructor Says: Mary is washing a glass in the sink.
Pause for Response:

Repeat the above two lines.

Remove only PH-25 and PH-13 and show PH-23,

Instructor Says: Mary is washing a cup and a saucer.
Pause for Response:

Repeat the above two lines of dialogue.

Add PH-13 as,

Instructor Says: Mary is washing a cup and a saucer in the sink.
Pause for Response:

Repeat the above two lines two more times for reinforcement.

Drill C (Household)

Showing 3A-21

Instructor Says: He is washing the car.
Pause for Response:
Instructor Says: He is washing the car with water.
Pause for Response:

Repeat the above two lines of dialogue.

Pointing to the bucket,

Instructor Says: He is using a bucket with water.
Pause for Response:

Repeat the above two lines.

Show 1M-5

Instructor Says: a hose
Pause for Response:

Close-up of instructor's mouth and,

Repeat the above two lines.

Show 3A-21 with 1M-5 as,

Instructor Says: He is using a hose.
Pause for Response:

Repeat the above two lines.

Instructor Says: He is using a hose with water.
Pause for Response:

Repeat the above two lines.

Instructor Says: He is washing the car with a hose.
Pause for Response:

Repeat the above two lines.

Lesson 29

Materials: Peabody: 1A-16, 3A-21, PA-1, 1B-29, 1B-1, 2A-20, 2A-17 and PA-29

Objective: Names of familiar animals: bird, hen, duck and frog.

Method: Brief review of Lesson 28. The drills will stress colors already learned plus increased vocabulary of animal names.

Drill A (Review)

Instructor Says: Hello. My name is _____.
Pause for Response:

Showing 1A-16

Instructor Says: Mary is washing a plate.
Pause for Response:

Repeat the above two lines.

Instructor Says: Mary is washing a plate in the sink.
Pause for Response:

Repeat the above two lines.

Show 3A-21

Instructor Says: He is washing a car.
Pause for Response:

Repeat the above two lines.

Instructor Says: He is washing a car with a hose.
Pause for Response:

Repeat the above two lines.

Drill B

Holding PA-1

Instructor Says: This is a red bird.
Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: bird, bird
Pause for Response:
Instructor Says: red bird, red bird
Pause for Response:

Repeat the above two lines for reinforcement.

Adding 1B-29

Instructor Says: This is a black bird.
Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: black bird, black bird
Pause for Response:

Repeat the above two lines for reinforcement.

Holding 1B-1

Instructor Says: This is a yellow bird.
Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: yellow bird, yellow bird
Pause for Response:

Showing 1B-1 again,

Instructor Says: This is a yellow bird.
Pause for Response:

Repeat the above two lines for reinforcement.

Drill C

Pointing to 2A-20

Instructor Says: That is a brown hen.
Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: hen
Pause for Response:

Repeat the above two lines.

Instructor Says: a brown hen
Pause for Response:

Showing 2A-20

Instructor Reinforcement: That is a brown hen.
Pause for Response:

Repeat the above two lines

Pointing to 2A-17

Instructor Says: That is a white duck.
Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: duck
Pause for Response:

Repeat the above two lines.

Instructor Says: a white duck
Pause for Response:
Instructor Reinforcement: That is a white duck
Pause for Response:

Repeat the above two lines.

Pointing to PA-29

Instructor Says: That is a green frog.
Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: frog
Pause for Response:

Repeat the above two lines while showing SD-17,

Instructor Reinforcement: That is a green frog.
Pause for Response:

Repeat the above two lines.

Lesson 30

Materials: Peabody: A2-20, 2A-17, PA-29, PC-7, PC-15, 1C-26, PC-17, PC-27 and 1C-17

Objective: Introduce clothing using colors as adjectives.

Method: Brief review of Lesson 29. Colors will be further developed as adjectives with new nouns in familiar sentence patterns.

Drill A (Review)

Instructor Says: Hello. My name is _____.
Pause for Response:

Pointing to A2-20

Instructor Says: That is a brown hen.
Pause for Response:

Repeat the above two lines for reinforcement.

Pointing to 2A-17

Instructor Says: That is a white duck.
Pause for Response:

Repeat the above two lines for reinforcement.

Pointing to PA-29

Instructor Says: That is a green frog.
Pause for Response:

Repeat the above two lines for reinforcement.

Drill B (Clothing, male)

Showing PC-7

Instructor Says: These are blue jeans.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as.

Instructor Says: jeans
Pause for Response:

Repeat the above two lines for reinforcement.

Close-up of instructor's mouth as.

Instructor Says: blue jeans
Pause for Response:

Repeat the above two lines for reinforcement.

Showing PC-2

Instructor Says: These are blue jeans.
Pause for Response:

Show PC-15 as,

Instructor Says: This is a white shirt.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as.

Instructor Says: shirt
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: white shirt
Pause for Response:

Repeat the above two lines of dialogue.

Showing PC-15 as,

Instructor Says: This is a white shirt.
Pause for Response:

Repeat the above two lines of dialogue.

Show 1C-26 as,

Instructor Says: This is a yellow cap.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as.

Instructor Says: cap
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: yellow cap
Pause for Response:

Repeat the above two lines of dialogue.

Showing 1C-26 as,

Instructor Says: This is a yellow cap.
Pause for Response:

Repeat the above two lines of dialogue.

Show PC-7, PC-15 and 1C-26 together,

With a circular motion of the hand around the three cards,

Instructor Says: These are clothes.
Pause for Response:

Repeat the above motions and two lines of dialogue.

Repeat the above motion as,

Instructor Says: clothes
Pause for Response:

Close-up of instructor's mouth as instructor.

Repeat twice the above two lines of dialogue.

Show the three cards and the circular motion of the hand as,

Instructor Reinforcement: These are clothes.
Pause for Response:

Repeat the above two lines of dialogue.

Drill C (Clothing, female)

Showing PC-17

Instructor Says: These are black shoes.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as.

Instructor Says: shoes
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: black shoes
Pause for Response:

Repeat the above two lines of dialogue.

Showing PC-17

Instructor Reinforcement: These are black shoes.
Pause for Response:

Repeat the above two lines of dialogue.

Showing PC-27

Instructor Says: This is a brown purse.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as.

Instructor Says: purse
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: brown purse
Pause for Response:

Repeat the above two lines of dialogue.

Showing PC-27

Instructor Reinforcement: This is a brown purse.
Pause for Response:

Repeat the above two lines of dialogue.

Showing 1C-15

Instructor Says: This is a red shoes.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's face as,

Instructor Says: dress
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: red dress
Pause for Response:

Repeat the above two lines of dialogue.

Showing 1C-15 as,

Instructor Reinforcement: This is a red dress.
Pause for Response:

Repeat the above two lines of dialogue.

Show PC-17, PC-27 and 1C-15 together.

With a circular motion of the hand around the three cards,

Instructor Says: These are clothes.
Pause for Response:

Repeat the above motion and two lines of dialogue.

Lesson 31

Materials: Peabody: PC-7, PC-15, PC-17, PC-27, 1C-15, 1C-26, PH-16 and PH-3

Objective: Use familiar prepositions with clothes items. Introduce where question and contraction it's.

Method: Review of Lesson 30. The drills in this lesson will reinforce the clothes items in familiar sentence patterns. Questions of where with proper response will utililize prepositions plus contraction of it's.

Drill A (Review)

Instructor Says: Hello. My name is _____.
Pause for Response:

Show PC-7, PC-15, PC-17, PC-27, 1C-15, 1C-26 together.

With a circular motion of the hand around all cards,

Instructor Says: These are clothes.
Pause for Response:

Repeat the above two lines of dialogue.

Pointing to PC-7

Instructor Says: blue jeans
Pause for Response:

Repeat the above two lines of dialogue.

Pointing to PC-17

Instructor Says: black shoes
Pause for Response:

Repeat the above two lines of dialogue.

Pointing to PC-15

Instructor Says: a white shirt
Pause for Response:

Repeat the above two lines.

Pointing to 1C-15

Instructor Says: a red dress
Pause for Response:

Repeat the above two lines.

With a circular motion of the hand around all cards,

Instructor Says: These are clothes.
Pause for Response:

Repeat the above two lines of dialogue.

Drill B (Clothes with preposition)

Show PH-16. Putting PC-7 on the table,

Instructor Says: The blue jeans are on the table.
Pause for Response:

Repeat twice the above two lines of dialogue.

Putting PC-7 under the table,

Instructor Says: The blue jeans are under the table.
Pause for Response:

Repeat twice the above two lines of dialogue.

Putting PC-7 (picture up) on the floor,

Instructor Says: The blue jeans are on the floor.
Pause for Response:

Repeat twice the above two lines of dialogue.

Show PH-16. Putting PC-15 on the table,

Instructor Says: The white shirt is on the table.
Pause for Response:

Repeat twice the above two lines of dialogue.

Putting PC-15 (picture up) on the floor,

Instructor Says: The white shirt is on the floor.
Pause for Response:

Repeat twice on the above two lines of dialogue.

Show PH-3. Putting PC-27 on the chair,

Instructor Says: The brown purse is on the chair.
Pause for Response:

Repeat twice on the above two lines of dialogue.

Putting PC-27 beside PH-3

Instructor Says: The brown purse is beside the chair.
Pause for Response:

Repeat twice the above two lines of dialogue.

Drill C (Where (?) with answers plus its)

Pretending to look about,

Instructor Says: Where are the shoes?
Pause for Response:

Repeat twice two lines of dialogue.

Close-up of instructor's mouth as.

Instructor Says: where
Pause for Response:

Repeat the above two lines of dialogue.

Pretending to look about again.

Instructor Says: Where are the shoes?
Pause for Response:

Repeat the above two lines of dialogue.

Showing PC-7 already on PH-16,

Instructor Says: They are on the table.
Pause for Response:

Repeat the above two lines of dialogue.

Camera shows 1C-26 (picture up) on the floor,

Show instructor as,

Instructor Says: Where is the cap?

Quickly holding up the hand for silence,

Instructor Says: It's on the floor.

Gives beckoning motion during,

Pause for Response:

Repeat the above sequence of dialogue and motions for reinforcement.

Instructor Says: it's, it is
Pause for Response:

Repeat the above sequence of dialogue and motions for reinforcement.

Instructor Says: its, it is
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: It's on the floor.
Pause for Response:

Repeat the above two lines of dialogue.

Lesson 32

Materials: Peabody: PC-27, 1C-26, PC-15 - 2 Orange kits "P" plastic fruit and vegetables.

Objective: Introduce some common fruit. Use word fruit. Increase use of singular and plurals.

Method: Brief review of Lesson 31. The drills will reinforce fruit already learned and develop new fruit vocabulary. The general word fruit will be introduced. Reinforce yes and no.

Drill A (Review)

Instructor Says: Hello. My name is _____.
Pause for Response:

Camera shows PC-27 (picture up) on the floor.

Show instructor as,

Instructor Says: Where is the purse?

Quickly holding up the hand for silence,

Instructor Says: It's on the floor.
Pause for Response:

Repeat the above three lines of dialogue with motions.

Camera shows 1C-26 (picture up) on the floor.

Show instructor as,

Instructor Says: Where is the cap?
Pause for Response:
Instructor Says: It's on the floor.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Where is the dress?

Camera shows PC-15 (picture up) on the floor.

Pause for Response:
Instructor Says: It's on the floor.
Pause for Response:
Instructor Reinforcement: Where is the dress?
Pause for Response:
Instructor Reinforcement: It's on the floor.
Pause for Response:

Drill B (Familiar Fruit)

Holding a banana,

Instructor Says: I have a banana.
Pause for Response:

Repeat the above two lines of dialogue.

Holding five bananas in both hands,

Instructor Says: I have some bananas.
Pause for Response:

Repeat the above two lines of dialogue.

Smilingly,

Instructor Says: I like bananas.
Pause for Response:

Repeat the above two lines of dialogue.

Showing bananas still in hand,

Instructor Says: Do you like bananas?
Pause for Response:
Instructor Says: Yes, I do.
Pause for Response:

Repeat the above four lines of dialogue.

Showing an orange in instructor's hand,

Instructor Says: I have an orange.
Pause for Response:

Repeat the above two lines of dialogue.

Show five oranges in instructor's hands,

Instructor Says: I have some oranges.
Pause for Response:

Repeat the above two lines of dialogue.

Smilingly,

Instructor Says: I like oranges.
Pause for Response:

Repeat the above two lines of dialogue.

Showing oranges still in hand,

Instructor Says: Do you like orange?
Pause for Response:
Instructor Says: Yes, I do.
Pause for Response:

Repeat the above four lines of dialogue.

Show bananas and oranges together,

With circular motion of the hand around the fruit,

Instructor Says: This is a fruit.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as.

Instructor Says: fruit
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: This is a fruit.
Pause for Response:

Repeat the above two lines of dialogue.

Drill C (New Fruit)

Holding up the cluster of grapes,

Instructor Says: These are grapes.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as.

Instructor Says: grapes
Pause for Response:

Repeat the above two lines of dialogue.

Showing close-up of grapes,

Instructor Says: These are grapes.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: I like grapes.
Pause for Response:

Repeat the above two lines.

Instructor Says: Do you like grapes?
Pause for Response:
Instructor Says: Yes, I do.
Pause for Response:

Repeat the above four lines of dialogue.

Holding a pear,

Instructor Says: This is a pear.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as.

Instructor Says: pear
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: This is a pear
Pause for Response:

Repeat the above two lines of dialogue.

Showing two pears in hand,

Instructor Says: I like pears.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Do you like pears?
Pause for Response:
Instructor Says: Yes, I do.
Pause for Response:

Repeat the above four lines of dialogue.

Add pears and grapes to oranges and bananas.

With circular motion of the hand around the fruit,

Instructor Says: This is a fruit.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: I like fruit.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Do you like fruit?
Pause for Response:
Instructor Says: Yes, I do.
Pause for Response:

Repeat the above four lines of dialogue.

Lesson 33

Materials: 2 Peabody orange "P" kits; 1N-1 to 10

Objective: Strengthen numbers. Use am counting and count with incidental use of o as one.

Method: Brief review of Lesson 32. Review of numbers one through two. Increase number knowledge.

Drill A (Review)

Instructor Says: Hello. My name is _____.
Pause for Response:

Show a group of fruit with grapes, bananas, pears and oranges.

With a circular motion around the fruit,

Instructor Says: This is a fruit.
Pause for Response:

Repeat the above two lines of dialogue.

Holding up the grapes,

Instructor Says: What are these?
Pause for Response:

Putting them down and pointing,

Instructor Says: Those are grapes.
Pause for Response:

Repeat the above four lines of dialogue with actions.

Pointing to the pear,

Instructor Says: What is this?
Pause for Response:
Instructor Says: That is a pear.
Pause for Response:

Repeat the above four lines of dialogue.

With circular motion around the fruit,

Instructor Says: This is a fruit.
Pause for Response:

Repeat the above two lines of dialogue.

Drill B (Number Review)

Holding IN-1-10 cards in the left hand, the instructor will remove the cards one at a time.

Cards should be held close to instructor's face so mouth formation of the numbers can be observed as.

Instructor Says: I am counting.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as.

Instructor Says: counting
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: I am counting.
Pause for Response:

Speaking deliberately,

Instructor Says: One
Pause for Response:
Instructor Says: Two
Pause for Response:
Instructor Says: Three
Pause for Response:

Repeat the above two lines of dialogue for the number Three.

Instructor Says: Four
Pause for Response:
Instructor Says: Five
Pause for Response:

Repeat the above two lines of dialogue for the number Five.

Instructor Says: Six
Pause for Response:
Instructor Says: Seven
Pause for Response:
Instructor Says: Eight
Pause for Response:
Instructor Says: Nine
Pause for Response:
Instructor Says: Ten
Pause for Response:

Instructor Says: I can count to ten.
Pause for Response:

Repeat the above two lines of dialogue for reinforcement.

Instructor Says: Can you count to ten?
Pause for Response:
Instructor Says: Yes, I can.
Pause for Response:

Repeat the Entire Dialogue Through Again for Reinforcement Beginning With:

I am counting.

Drill C (Numbers with Nouns)

Showing a pear with instructor's face directly above.

Instructor Says: a pear
Pause for Response:

Showing 1N-1 beside the pear,

Instructor Says: one pear
Pause for Response:

Repeat the above four lines of dialogue for reinforcement.

Showing 1N-2 beside the pear,

Instructor Says: two pears
Pause for Response:

Repeat the above two lines of dialogue for reinforcement.

Showing 1N-3 beside the pear,

Instructor Says: three pears
Pause for Response:

Close-up of instructor's mouth as repeat of the above two lines of dialogue.

Showing 1N-4 beside the pear,

Instructor Says: four pears
Pause for Response:

Showing 1N-5 beside the pear,

Instructor Says: five pears
Pause for Response:

Close-up of instructor's mouth as repeat of the above two lines of dialogue.

Showing 1N-6 beside an orange,

Instructor Says: six oranges
Pause for Response:

Showing 1N-7 beside the orange,

Instructor Says: seven oranges
Pause for Response:

Showing 1N-8 beside the orange,

Instructor Says: eight oranges
Pause for Response:

Showing 1N-9 beside the orange,

Instructor Says: nine oranges
Pause for Response:

Showing 1N-10 beside the orange,

Instructor Says: ten oranges
Pause for Response:

Lesson 34

Materials: Peabody "P" Orange Kit - 1N-1 to 10 - Sd (th), 1
Sound Cards: 8 and 11

Objective: Use of would like, may have, please, thank you and welcome.

Method: Brief review of Lesson 33. Drills will utilze familiar sentence patterns with familiar words. The emphasis will be on politness

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Drill A (Review)

Instructor Says: Hello. My name is _____.
Pause for Response:

Showing 1N-1 beside a banana.

Instructor's face appearing directly above the card,

Instructor Says: one banana
Pause for Response:

Repeat the above two lines of dialogue.

Showing 1N-3 beside the banana,

Instructor Says: these bananas
Pause for Response:

Repeat the above two lines of dialogue.

Showing 1N-5 beside the banana,

Instructor Says: five bananas
Pause for Response:

Repeat the above two lines of dialogue.

Showing 1N-7 beside the banana,

Instructor Says: seven bananas
Pause for Response:

Repeat the above two lines of dialogue.

Drill B (Would Like)

Showing both hands as empty,

Instructor Says: I don't have an apple.
Pause for Response:

Repeat the above two lines.

Instructor Says: I would like an apple.
Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: would like
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: I would like an apple, please.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as.

Instructor Says: please
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: I would like an apple, please.
Pause for Response:

Repeat the above two lines of dialogue.

Camera moves in on an apple and moves toward the instructor picking up the apple and looking at the camera,

Instructor Says: Thank you.

And smiles during,

Pause for Response

Show SC-8

Close-up of instructor's mouth as.

Repeat twice the last two lines of dialogue for reinforcement.

Showing intructor without props,

Instructor Says: I would like a banana, please.
Pause for Response:

Repeat the above two lines of dialogue.

Camera moves in on a banana and moves toward the instructor picking up the banana and looking at the camera,

Instructor Says: Thank you.

And smiles during,

Pause for Response:

Instructor Says: You are welcome.
Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: welcome
Pause for Response:

Show SC-11

Repeat the close-up and the above two lines of dialogue.

Instructor Reinforcement: You are welcome.
Pause for Response:

Repeat the above two lines of dialogue.

Drill C (May Have)

Showing a close-up of instructor's face and upraised empty hand and outstretched,

Instructor Says: May I have a pear?
Pause for Response:

Repeat the above two lines of dialogue.

Using other hand, the instructor places a pear in over hand as,

Instructor Says: Thank you.
Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: May I have a pear, please.
Pause for Response:

Repeat the above two lines of dialogue.

Continue close-up as.

Instructor Says: Thank you.
Pause for Response:

Repeat the above two lines of dialogue.

Showing a close-up of instructor's face and upraised empty hand outstretched,

Instructor Says: May I have three apples, please.
Pause for Response:

Repeat the above two lines of dialogue.

Using the other hand, the instructor places three apples in over hand as,

Instructor Says: Thank you.
Pause for Response:
Instructor Says: You are welcome.
Pause for Response:

Lesson 35

Materials: Pencils from #1 kit - Peabody: 2 oranges "P" kits; 1E-16

Objective: Strengthen vegetables and some negatives; use of any and vegetables.

Method: Brief review of Lesson 34. The drills will be based on familiar sentence patterns with close attention to mastery of give and take response.

Drill A (Review)

Instructor Says: Hello. My names is _____.
Pause for Response:

With empty hands outstretched,

Instructor Says: I don't have a pencil.
Pause for Response:

Camera moves in as viewer, spots pencil, moves forward as pencil is placed in instructor's hand as.

Instructor Says: Thank you.
Pause for Response:
Instructor Says: You are welcome.
Pause for Response:

Instructor Says: I would like four pencils, please.
Pause for Response:

Repeat the above two lines of dialogue.

Camera moves in on four pencils then moves forward as four pencils are placed in hand,

Instructor Says: Thank you.
Pause for Response:
Instructor Says: You are welcome.
Pause for Response:

Drill B (Familiar Vegetables)

Showing 1E-16

Instructor Says: I like green beans.
Pause for Response:

Putting 1E-16 away and showing empty hands,

Instructor Says: I don't have any green beans.
Pause for Response:

Using outward motion of hands indicating nothing,

Instructor Says: any
Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: any
Pause for Response:

Repeat the above two lines of dialogue and close-up.

Instructor Says: I don't have any green beans.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: I would like some green beans, please.
Pause for Response:

Repeat the above two lines of dialogue.

Camera moves in an 1E-1y and toward instructor picking up 1E-16 as.

Instructor Says: Thank you.
Pause for Response:
Instructor Says: I would like a carrot.
Pause for Response:

Repeat the above two lines of dialogue.

Camera moves in on a carrot and toward instructor picking it up as.

Instructor Says: Thank you.
Pause for Response:
Instructor Says: You are welcome.
Pause for Response:

Drill C

Holding up a tomato,

Instructor Says: I like tomatoes.
Pause for Response:

Putting the tomato toward the camera,

Instructor Says: Do you have a tomato?
Pause for Response:
Instructor Says: Yes, I do.
Pause for Response:
Instructor Says: May I have a tomato, please.
Pause for Response:
Instructor Says: Yes, you may.
Pause for Response:

Repeat the above two lines of dialogue.

Taking back the tomato from the camera,

Instructor Sasy: Thank you.
Pause for Response:
Instructor Says: You are welcome.
Pause for Response:

Pointing at the camera,

Instructor Says: Do you have any tomatoes.
Pause for Response:
Instructor Says: No, I don't.
Pause for Response:

Holding out a tomato toward camera,

Instructor Says: Would you like a tomato?
Pause for Response:
Instructor Says: Yes, I would. Thank you.
Pause for Response:

Repeat the above two lines of dialogue.

Drill D

Putting carrot, potato, tomato and corn in a group, and moving the hand in a circular motion around these,

Instructor Says: These are vegetables.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as.

Instructor Says: vegetables
Pause for Response:

Repeat the above two lines of dialogue.

Holding up the carrot,

Instructor Sasy: The carrot is a vegetable.
Pause for Response:

Repeat the above two lines of dialogue.

Holding up the corn,

Instructor Says: Corn is a vegetable.
Pause for Response:

Moving the hand in a circular motion around them,

Instructor Says: These are vegetables.
Pause for Response:
Instructor Says: I like vegetables.
Pause for Response:
Instructor Says: Do you like vegetables?
Pause for Response:

Lesson 36

Materials: 1 orange "P" kit
Peabody: 3R-3 - A pencil (pointer) kit #1

Objective: Calendar words: weeks, today

Method: Brief review of Lesson 35. Drills will feature the familiar days of the week with new calendar words.

Drill A (Review)

Instructor Says: Hello. My name is _____.
Pause for Response:

Showing a potato and pointing,

Instructor Says: That is a potato.
Pause for Response:
Instructor Says: I like potatoes.
Pause for Response:
Instructor Says: Do you like potatoes?
Pause for Response:
Instructor Says: Yes, I do.

Looking about and showing empty hands,

Instructor Says: I don't have any tomatoes.
Pause for Response:
Instructor Says: Do you have any tomatoes?
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: No, I don't.
Pause for Response:
Instructor Says: Potatoes and tomatoes are vegetables.
Pause for Response:

Repeat the above two lines of dialogue for reinforcement.

Drill B (Days of the Week)

Show 3R-3

Covers all but the first column of numbers with a card (back side)

Instructor Says: This is Sunday.
Pause for Response:

Uncover the next column of numbers as.

Instructor Says: This is Monday.
Pause for Response:

Uncover the next column of numbers as.

Instructor Says: This is Tuesday.
Pause for Response:

Uncover the next column of numbers as.

Instructor Says: This is Wednesday.
Pause for Response:

Uncover the next column of numbers as.

Instructor Says: This is Thursday.
Pause for Response:

Show close-up of instructor's mouth and repeat the above two lines for reinforcement

Uncover the next column of numbers as.

Instructor Says: This is Friday.
Pause for Response:

Uncover the next column of numbers as.

Instructor Says: This is Saturday.
Pause for Response:

Move 3R-3. Block off all the weeks except one.

Show only one week of numbers as.

Instructor Says: This is one week.
Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: week
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: This is one week.
Pause for Response:

Repeat the above two lines of dialogue.

Show only another week of numbers as.

Instructor Says: This is one week.
Pause for Response:

Show one more week of numbers as.

Instructor Says: This is one week.
Pause for Response:

Using a pointer and pointing to a week.

Instructor Says: this week

Moving the pointer quickly to Thursday.

Instructor Says: Thursday
Pause for Response:

(The action here is to bridge the two thoughts)

Repeat the above action with the three lines of dialogue.

Instructor Says: I don't work this week.

(Pointing to the week) Thursday (Pointing to the day)

Follow the same motions during,

Pause for Response:
Instructor Says: I don't work this week.

(Pointing to the week) Saturday (Pointing to the day)

Follow the same motions during,

Pause for Response:

Drill C (Today)

Instructor Says: Today is Tuesday.

Slowly and deliberately point to any Tuesday during,

Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: today
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: Today is Tuesday.
Pause for Response:
Instructor Says: Today is Tuesday.

Slowly and deliberately point to any Thursday during,

Pause for Response:

Repeat the actions and the above two lines of dialogue.

Instructor Says: Today is Sunday.

Slowly and deliberately point to any Sunday during,

Pause for Response:

Repeat the actions and the above two lines of dialogue.

Instructor Says: Today is Monday.

Slowly and deliberately point to any Monday during,

Pause for Response:

Repeat the actions for the above two lines of dialogue.

Pointing to any Monday,

Instructor Says: I work on Monday.
Pause for Response:

Pointing to the same Monday,

Instructor Says: I work today.
Pause for Response:

Pointing to any Sunday,

Instructor Says: I don't work today.
Pause for Response:

Pointing to the same Sunday:

Instructor Says: I don't work on Sunday.
Pause for Response:

Lesson 37

Materials: Peabody: 3R-3, 1A-19, 1A-16, 20-41 - pencil kit #1

Objective: Continue development of the verb work. Contraction I'm.

Method: Brief review of Lesson 36. The drills will continue to reinforce familiar sentence patterns, place names and occupations.

Drill A (Review)

Instructor Says: Hello. My name is _____.
Pause for Response:

Pointing to any week,

Instructor Says: I work this week.
Pause for Response:

Repeat the above two lines of dialogue.

Pointing to another week: I don't work this week.

Pause for Response:

Repeat the above two lines of dialogue.

Pointing to another week,

Instructor Says: I work this week (Pointing to Thursday) Thursday

Repeat the motion during,

Pause for Response:

Repeat the above motions with the two lines of dialogue.

Pointing to another week,

Instructor Says: I don't work this week (pointing to Tuesday) Tuesday

Repeat the motion during,

Pause for Response:

Repeat the above motions with the two lines of dialogue.

Drill B

Instructor Says: Do you work this week?
Pause for Response:
Instructor Says: Yes, I do.
Pause for Response:

Repeat the above four lines of dialogue.

Instructor Says: Do you work today?
Pause for Response:
Instructor Says: Yes, I do.
Pause for Response:

Repeat the above four lines of dialogue.

Holding 1A-19 in hand,

Instructor Says: What work do you do?
Pause for Response:

Repeat the above two lines of dialogue.

Pointing to 1A-19,

Instructor Says: I am a carpenter.
Pause for Response:
Instructor Says: I'm a carpenter.
Pause for Response:
Instructor Says: I'm
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: I'm a carpenter.
Pause for Response:

Holding 1A-16 in hand,

Instructor Says: What work do you do?
Pause for Response:

Repeat the above two lines of dialogue.

Pointing to 1A-16,

Instructor Says: I'm a homemaker.
Pause for Response:
Instructor Says: I'm a housewife.
Pause for Response:

Repeat the above four lines of dialogue.

Drill C (Continued)

Holding 20-41,

Instructor Says: What work do you do?
Pause for Response:
Instructor Says: I'm a construction worker.
Pause for Response:

Repeat the above four lines of dialogue.

Instructor Says: Where do you work?
Pause for Response:
Instructor Says: I work in Tamuning.
Pause for Response:

Repeat the above four lines of dialogue.

Instructor Says: Where do you live?
Pause for Response:
Instructor Says: I live in Dededo.
Pause for Response:

Repeat the above four lines of dialogue.

Instructor Says: Where is your home?
Pause for Response:
Instructor Says: My home is in Dededo.
Pause for Response:

Repeat the above four lines of dialogue.

Instructor Says: Do you work on Sunday?
Pause for Response:
Instructor Says: No, I don't.
Pause for Response:

Repeat the above four lines of dialogue.

Materials: Peabody: 1A-16, 1A-18, 1A-17 - illustration packet kit #1

Objective: Reinforce the verb go including goes and going.

Method: Brief review of Lesson 37. The drills will use familiar sentence patterns and stress pronoun usage for verb changes.

Drill A (Review)

Instructor Says: Hello. My name is _____.
Pause for Response:

Holding 1A-16,

Instructor Says: What work do you do?
Pause for Response:
Instructor Says: I'm a homemaker.
Pause for Response:
Instructor Says: Where do you work?
Pause for Response:
Instructor Says: I work at home.
Pause for Response:
Instructor Says: Where do you live?
Pause for Response:
Instructor Says: I live in Liguan Terrace.
Pause for Response:

Drill B

Show 1A-18 as.

Instructor Says: This is John.
Pause for Response:
Instructor Says: John is going to Agana.
Pause for Response:
Instructor Says: is going
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: John is going to Agana.
Pause for Response:
Instructor Says: He goes to Agana on Monday.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: He is going to Agana today.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: He isn't going to Dededo.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above eight lines of dialogue. for reinforcement.

Drill C (Continue)

Show 1A-17,

Instructor Says: This is Mary.
Pause for Response:
Instructor Says: Mary is a teacher.
Pause for Response:

Showing school illustration,

Instructor Says: She goes to school on Monday.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: She is going to school today.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: She goes to Tamuning.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as.

Instructor Says: goes
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: She goes
Pause for Response:
Instructor Reinforcement: She goes to Tamuning.
Pause for Response:
Instructor Says: She isn't going to Agana.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above eight lines of dialogue for reinforcement.

Lesson 39

Materials: Peabody: 1A-17, 20-46, 1A-16 and 1A-19

Objective: Reinforce personal pronouns. Use of does in statement and question form.

Method: Brief review of Lesson 38. The drills will use familiar sentence patterns to strengthen pronouns usage and to emphasize questions-answers promotions.

Drill A (Review)

Instructor Says: Hello. My name is _____.
Pause for Response:

Show 1A-17,

Instructor Says: This is Mary.
Pause for Response:
Instructor Says: Mary works in Tamuning on Tuesday.
Pause for Response:
Instructor Says: She is going to Tamuning.
Pause for Response:
Instructor Says: She is going to Tamuning today.
Pause for Response:
Instructor Says: She isn't going to Agana.
Pause for Response:

Drill B (Pronouns)

Show 20-46,

Instructor Says: This is Tom.
Pause for Response:
Instructor Says: He is a mechanic.
Pause for Response:
Instructor Says: He works on a car.
Pause for Response:

Pointing to himself,

Instructor Says: I'm not a mechanic.
Pause for Response:
Instructor Says: I don't work on a car.
Pause for Response:

Show 1A-16,

Instructor Says: This is Anna.
Pause for Response:
Instructor Says: She is a housewife.
Pause for Response:
Instructor Says: She is a homemaker.
Pause for Response:
Instructor Says: She works at home.
Pause for Response:
Instructor Says: She isn't a mechanic.
Pause for Response:
Instructor Says: She doesn't work on a car.
Pause for Response:

Close-up of instructor's mouth as.

Instructor Says: doesn't
Pause for Response:
Instructor Says: She doesn't.
Pause for Response:
Instructor Reinforcement: She doesn't.
Pause for Response:
Instructor Reinforcement: She doesn't work on a car.
Pause for Response:
Instructor Says: Does she work on a car?
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as.

Instructor Says: Does she?
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: Does she work on a car?
Pause for Response:
Instructor Says: No, she doesn't.
Pause for Response:
Instructor Says: She works at home.
Pause for Response:

Drill C (Continued)

Show 1A-19,

Instructor Says: This is John.
Pause for Response:
Instructor Says: He is a Carpenter.
Pause for Response:
Instructor Says: He works with a hammer.
Pause for Response:
Instructor Says: He isn't a mechanic.
Pause for Response:
Instructor Says: He doesn't work on a car.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Does he work on a car?
Pause for Response:

Repeat the above two lin of dialogue.

Instructor Sa : No, he doesn't.
Pause for Res nse:
Instructor Sa He works with a hammer.
Pause for Respo e:

Show 1A-17,

Instructor Says: This is Mary.
Pause for Response:
Instructor Says: She is a teacher.
Pause for Response:
Instructor Says: She doesn't work at home.
Pause for Response:
Instructor Says: She doesn't work on a car.
Pause for Response:
Instructor Says: She works at school.
Pause for Response:
Instructor Says: Does she work on a car?
Pause for Response:
Instructor Says: No, she doesn't.
Pause for Response:
Instructor Says: Does she work at home?
Pause for Response:
Instructor Says: No, she doesn't.
Pause for Response:
Instructor Says: Does she work at school?
Pause for Response:
Instructor Says: Yes, she does.
Pause for Response:

Lesson 40

Materials: Peabody: 1A-16; 2 Orange "P" kits

Objective: Reinforce see, eat and some. New word: all.

Method: Brief review of Lesson 39. Using familiar nouns in familiar sentence patterns, emphasis will be on

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Drill A (Review)

Instructor Says: Hello. My name is _____.
Pause for Response:

Show 1A-16,

Instructor Says: This is Anna.
Pause for Response:
Instructor Says: She is a homemaker.
Pause for Response:
Instructor Says: She works at home.
Pause for Response:
Instructor Says: She doesn't work at school.
Pause for Response:
Instructor Says: She doesn't work on a car.
Pause for Response:
Instructor Says: Does she work at school?
Pause for Response:
Instructor Says: No, she doesn't.
Pause for Response:
Instructor Says: She works at home.
Pause for Response:

Drill B (Using she)

Showing 4 green and red apples at a distance,

Instructor Says: I see some apples.
Pause for Response:
Instructor Says: May I have the red apple, please.
Pause for Response:

Camera moves in on the apples as a hand selects the real one and move it toward instructors.

Taking the red apple,

Instructor Says: Thank you. (smiles)
Pause for Response:
Instructor Says: You are welcome.
Pause for Response:

Showing the green apples,

Instructor Says: I see some green apples.
Pause for Response:
Instructor Says: May I have all the green apples, please.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as.

Instructor Says: All the green apples.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: May I have all the green apples, please.
Pause for Response:

Repeat the above two lines of dialogue.

Camera moves in on all the apples as a hand gathers them and they are taken by the instructor as.

Instructor Says: Thank you.

Drill C (Using eat)

Showing the green apples in hand and giving a circular motion around the apples,

Instructor Says: I can't eat all these green apples.
Pause for Response:

Repeat the above two lines of dialogue with the action.

Pointing to the camera,

Instructor Says: Can you eat all these green apples?
Pause for Response:

Repeat the above two lines of dialogue with the action.

Pointing to the camera,

Instructor Says: Can you eat all these green apples?
Pause for Response:

Pointing to the camera and holding up a green apple.

Instructor Says: Can you eat these green apples?
Pause for Response:

Repeat the above two lines of dialogue with action.

Instructor Says: Yes, I can.
Pause for Response:
Instructor Says: May I have a green apple, please.
Pause for Response:

Instructor picks up a green apple and hands it toward the camera which gives a close-up and a hand removing it behind the camera.

Instructor Says: Thank you.
Pause for Response:
Instructor Says: You are welcome.
Pause for Response: